Planning Rubrics – Rubric 1: Planning for Developing Student Knowledge and Skills in the Performing Arts

EVIDENCE: Planning commentary prompt 1, lesson plans, instructional materials, assessments

How do the candidate's plans build students' knowledge and skills related to creating, performing, or responding to music/dance/theater by applying artistic skills, knowledge and contextual understandings?				
EMERGING PERFORMANCE[3]		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Candidate's plans **focus solely on factual knowledge or technical skill, with no connections** to artistic skills, knowledge, or contextual understandings.	Plans for instruction **support students in creating, performing, or responding** to music/dance/theater with **vague connections** to artistic skills, knowledge, and contextual understandings.	Plans for instruction **build on each other** to support students in creating, performing, or responding to music/dance/theater with **clear connections** to artistic skills, knowledge, and contextual understandings.	Plans for instruction build on each other to support students in creating, performing, or responding to music/dance/theater with clear **and consistent applications of** artistic skills, knowledge, and contextual understandings **with evidence of personal connections or self-expression.**	Plans for instruction build on each other to **guide** students in creating, performing, or responding to music/dance/theater with clear and consistent applications of artistic skills, knowledge, and contextual understandings **and which lead students to make personal connections through self-expression.**
There are **significant content inaccuracies** that will lead to student misunderstandings. **OR** Standards, objectives, and learning tasks and materials are **not aligned** with each other.				
LOOK FORs: Learning tasks • are teacher directed • focus on practice of skills/facts/procedures/conventions • limit Ss opportunities to develop **subject specific understandings**[4] • include consistent content errors • are not aligned with learning outcomes		LOOK FORs: Learning tasks • are aligned with learning outcomes • build skills/facts/procedures and subject specific understandings (but may be unbalanced)	LOOK FORs: All from Proficient and… Learning Tasks • are sequenced in a learning progression across lessons • build skills/facts/procedures/conventions **and** deep subject specific understandings across all lessons • support students to understand the relationship between skills/facts/procedures/conventions and subject specific understandings	

[3] Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

[4] See edTPA handbooks for the subject specific understandings

Evidence:

Plans building:

Each lesson candidate defines the new dance style, addresses the characteristics, has students play their band arrangement of the dance, listen to other performance examples and give feedback or discussion.

Clear Connections:

Each dance being studied is a movement of a work the students are preparing for a band concert. By discussing the history and characteristics of each dance and playing examples, and by having the students play the corresponding band movement and give verbal or written assessment of the performance the candidate has helped students to make artistic connections.

There is no evidence that the candidate connects this lessons to the students on a personal level or has opportunities for the students to use self-expression within the plans.

Some days are teacher lead, others seem to be more student lead.

It will be common in a rubric to see elements of Emerging, Proficient, and Advanced. Throughout this score form there will be highlighted statements in multiple areas of the rubric which acknowledge that candidates may be doing things in all three areas within their lesson. Evaluators will need to look at where the strongest pieces of evidence and/or where the majority of the evidence falls when deciding on a performance categor.

Evaluation: (Check one): _____ Emerging   ____X___ Proficient   _____ Advanced

EVIDENCE: Planning commentary prompts 2 & 3, lesson plans, instructional materials

How does the candidate use knowledge of his/her students to target support for students' to develop artistic skills, knowledge, and contextual understandings to create, perform, or respond to music/dance/theater?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
There **is little or no evidence of planned supports.** OR Candidate does NOT attend to requirements in IEPs and 504 plans.	Planned supports are **loosely tied to learning objectives or the central focus of the learning segment.** AND **Candidate attends to** requirements in IEPs and 504 plans.	Planned supports are **tied to** learning objectives and the central focus **with attention to the characteristics of the class as a whole.** Candidate attends to requirements in IEPs and 504 plans.	Planned supports are tied to learning objectives and the central focus. **Supports address the needs of specific individuals or groups with similar needs.** Candidate attends to requirements in IEPs and 504 plans.	Level 4 plus: Supports include specific strategies to identify and respond to common errors, weaknesses, and misunderstandings.
LOOK FORs: Planned supports • are superficially aligned with learning outcomes (e.g., some lessons address additional outcomes or miss key outcomes related to the central focus) • are limited or missing • do not address IEP/504 requirements		LOOK FORs: Planned supports • are aligned with learning outcomes • are appropriate for the needs of the whole class • address IEPs/504 requirements	LOOK FORs: All from Proficient and… Planned supports • are designed to scaffold learning for a variety of students (e.g., English learners, struggling readers, underperforming or gifted students) • identify and respond to potential misconceptions or partial understandings	

Evidence:

The strategy of having the students discover the various dance styles through listening to examples and discussion was to present the materials in a way that was accessible to the entire class.

I could challenge the gifted students in the class by asking them for more in-depth answers or descriptions in our discussion and the comparison between the recordings and the pieces we are playing will present them with analytical challenges. Making of these connections is among the high skills in Blooms Taxonomy and is where these students should be in their learning   Though this is Advanced Level, there is a lack of detail in this statement which does not allow the candidate to raise their score. Candidate is describing too broadly for us to see the supports.

The use of recordings from my ipod was to allow students to see that they can access these pieces through itunes or other online resources and can encourage them to explore this more beyond our classroom.

IEP: Because most of the class was based on audio experiences and verbal feedback, the students with learning disabilities will be able to actively participate in all aspects of the lesson. IEP students are part of the requirement for Proficient, they are not also a group with "similar

needs" as described in the Advanced level.

Misconception: Students will commonly not understand how to make a difference in their performance through dynamics, articulations, and phrasing to convey the style that the music is trying to interpret. When I notice this occurring, I will guide them to clues that are in the music to accomplish this.

Evaluation: (Check one): _____ Emerging   ____X___ Proficient   _____ Advanced

Planning Rubrics - Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

EVIDENCE: Planning commentary prompts 2 & 3

How does the candidate use knowledge of his/her students to justify instructional plans?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Candidate's justification of learning tasks is either **missing OR represents a deficit view** of students and their backgrounds.	Candidate justifies learning tasks with **limited attention** to students' prior academic learning OR personal/cultural/community assets.	Candidate **justifies** why learning tasks (or their adaptations) **are appropriate using:** • examples of students' prior academic learning OR • examples of personal/cultural/community assets Candidate makes superficial connections to research and/or theory.	Candidate justifies why learning tasks (or their adaptations) are appropriate using: • examples of students' prior academic learning AND • examples of personal/cultural/community assets Candidate makes connections to research and/or theory.	Level 4 plus: Candidate's justification is **supported by principles from research and/ or theory.**
LOOK FORs: Justification for plans includes: • superficial descriptions of students' prior learning OR lived experiences • pervasively negative portrayal of students' backgrounds, educational experiences or family/community characteristics (e.g., exclusive focus on student needs or gaps without acknowledging strengths)		**LOOK FORs:** Justification for plans includes: • concrete, specific connections between tasks and prior learning (academic OR lived experiences/assets) • surface level discussion of theory or research	**LOOK FORs:** **All from Proficient and** Justification for plans includes: • concrete, specific connections between tasks and prior learning (academic AND lived experiences/assets) • grounded discussion of theory or research (e.g., goes beyond "name dropping")	

Evidence:

My experience in working with these students is they listen to verbal instruction, demonstrate what is being addressed within the musical context through performance, and as a result understand the meaning of the concept as a whole. These students also progress well when vocabulary words are modeled on the white board.

By knowing the class learned vocabulary best through a combination of verbal instruction, discussion, and performance, I wanted to incorporate that within my instruction of the central concept. Plan justification must link to actual prior learning or learning styles. The first statement is from section 2 and is the actual description of learning experience/prior knowledge that this justification links back to. Without some form of prior knowledge/prior learning description the candidate could not be Proficient in this rubric.

Because of their musical abilities, I also decided to choose a more challenging piece. I knew this would spark their interests and challenge them

with new content in the process.

 I also wanted to encompass recordings and video examples, so I could be sure I was providing them with accurate materials that correlated with the historical context of the lesson segment.

 Making of these connections is among the high skills in Blooms Taxonomy and is where these students should be in their learning

Evaluation: (Check one): _____ Emerging   ____X___ Proficient   _____ Advanced

Planning Rubrics - Rubric 4: Identifying and Supporting Language Demands

EVIDENCE: Planning commentary prompt 4, lesson plans, instructional materials

How does the candidate identify and support language demands associated with a key performing arts learning task?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Language demands[4] identified by the candidate are **not consistent with the selected language function**[5] **OR task.** OR **Language supports are missing or are not aligned** with the language demand(s) for the learning task.	Candidate identifies vocabulary and/or symbols as the major language demand associated with the language function. **Attention to additional language demands is superficial.** Language supports primarily **address definitions of vocabulary and/or symbols.**	Candidate identifies vocabulary and/or symbols AND additional language demand(s) associated with the language function. Plans include **general support for use of** vocabulary and/or symbols as well as additional language demand(s).	Candidate identifies vocabulary and/or symbols AND additional language demand(s) associated with the language function. Plans include **targeted support** for use of vocabulary and/or symbols as well as additional language demand(s).	Level 4 plus: Instructional supports are **designed to meet the needs of students with different levels of language learning.**
LOOK FORs: Vocabulary is only demand identified. Mismatch between language demands and: • language function • language supports • learning task Supports are not included or focus on vocabulary.		LOOK FORs: Language demands include function, vocabulary AND discourse/syntax Supports generally address some aspects of all demands identified.	LOOK FORs: All from Proficient and… Supports are strategically designed to address all language demands for students with varying characteristics and language needs.	

Evidence:

Function: Students will have to identify each of the three historical dances in this lesson. To do so they will have to recognize differences in tempo, meter, and rhythmic activity.

Identified supports in the lesson: Lesson 1, Pavane- This is the material to look over to decide if the supports are general/whole class or targeted. Evidence may be in the lesson plans, commentary or a combination of both. In this case the plans provide good and effective supports but are they are general and at the Proficient Level.

Vocabulary: The key vocabulary for this unit is the names of the historical dances. The names of the dances are Pavane, Saltarello, and Allemande

Discourse/Syntax: discuss the similarities or traits that give each dance its unique style and feel.

Secondary Demand: students will need to draw connections between the two and discuss the similarities or traits that give each dance its unique style and feel.

Evaluation: (Check one): _____ Emerging   ____X___ Proficient   _____ Advanced

[4] Language demands include: language function, vocabulary, syntax and grammar, and discourse (organizational structures, text structure, etc.).

[5] Language function refers to the learning outcome (verb) selected in prompt 4a (e.g., analyze, interpret).

_____

Planning Rubrics - Rubric 5: Planning Assessments to Monitor and Support Student Learning

EVIDENCE: Planning commentary prompt 5, lesson plans, assessments

How are the informal and formal assessments selected or designed to monitor students' development of artistic skills, knowledge and/or contextual understandings through creating, performing, or responding to music/dance/theater?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The assessments **provide NO evidence to monitor the** development of artistic skills, knowledge, and/or contextual understandings through creating, performing, or responding to music/dance/theater **during** the learning segment. **Assessment adaptations required by IEP or 504 plans are NOT made.**	The assessments **provide limited evidence to monitor students' development of artistic skills, knowledge, and/or contextual understandings through creating, performing, or responding to musical/dance/theater during the learning segment.** **Assessment adaptations required by IEP or 504 plans are made.**	The assessments **provide evidence** for monitoring students' development of artistic skills, knowledge, and/or contextual understandings through creating, performing, or responding to musical/dance/theater during the learning segment. Assessment adaptations required by IEP or 504 plans are made.	The assessments provide **multiple forms of evidence** to monitor students' development of artistic skills, knowledge, and/or contextual understandings through creating, performing, or responding to music/dance/theater **throughout** the learning segment. Assessment adaptations required by IEP or 504 plans are made.	Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.
Assessments are NOT aligned with the central focus and standards/objectives for the learning segment.				

LOOK FORs:
• Majority of Assessments:
   o provide minimal evidence of subject specific understandings (e.g., rote responses of facts or skills)
   o are not aligned with full scope of subject specific outcomes
 	
• IEP/504 requirements for adaptations/modifications are not addressed
		LOOK FORs:
		• Majority of Assessments:
		   o provide evidence of subject specific understandings
		• IEP/504 requirements for adaptations/modifications are addressed
			LOOK FORs:
			All from Proficient and…
			• Assessments:
			   o provide evidence of the full range of subject specific understandings
			   o are used in each lesson
			   o are differentiated so students show understandings in various ways	

Evidence:

IEP: I will have the option for students to take formal assessment in alternative formats. I will be read the questions aloud to the class to accommodate the IEP students' requirements and those three students (and any other students) will be allowed to stay after class to finish the written quiz.

Assessment tools:

Pre-play music while candidate listens and assesses (each day)

Students write, discuss the first play through then play again (each day)

While both of these are good tools for rehearsal, they provide little evidence of student learning and understanding. Had the candidate elaborated more on what the students would be writing and how it would be used by the candidate (or the student's themselves) to monitor their learning then this would have moved to Proficient.

Written quiz (3rd day)

Evaluation: (Check one): ____X___ Emerging   _____ Proficient   _____ Advanced

Instruction Rubrics - Rubric 6: Learning Environment

EVIDENCE: Video clip(s), instruction commentary prompt 2

How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The clips reveal evidence of disrespectful interactions **between teacher and students or between students.** OR **The clips reveal evidence that** student creativity or self-expression is discouraged. OR Candidate allows disruptive behavior to interfere **with student learning.**	The candidate demonstrates **respect for** students. Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.	The candidate demonstrates **rapport with** and respect for students. Candidate provides a **positive, low-risk social** environment that **reveals mutual respect among students and allows for creativity.**	The candidate demonstrates rapport with and respect for students. Candidate provides a **challenging learning environment that promotes** creativity and mutual respect among students.	The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that **provides opportunities to express varied perspectives** and promotes creativity and mutual respect among students.
LOOK FORs: • Respect (e.g., attentive listening to student responses) • Disrespectful interactions • Disruptive behaviors (e.g., interfere with lesson flow and engagement) • Controlling or directive environment (e.g., Ss engage in teacher led tasks with little discussion or interaction) • minimal support for learning goals		LOOK FORs: • Rapport (e.g., T shows positive interactions with Ss) • Mutual respect (e.g., shared between students and teacher) • Low risk (e.g., Students ask and answer questions openly)	LOOK FORs: All from Proficient and… • Challenging (e.g., high-order questions, such as, "what's another way to think of that? Who has another perspective?") • Perspectives (e.g., express alternative responses or perspectives)	

Evidence:

Candidate leads the discussion with student responses. Students are generally attentive as candidate or other students speak. Students are comfortable answering questions.

Builds on a good response about instrument blend (Clip 1, 1:45) and uses it for entire class.

Clip 1, 4:30 discussion on time period of the 1500's, candidate is able to make humorous the idea of dressing up for a dance between then and now

Clip 1, 5:43 "I looked up how they danced in this time……"   and shows the dance, allows himself to "entertain" and while teaching.

Candidate does a combination of using student responses to inform the class, humor, and personal anecdote to create rapport with the class.

Evaluation: (Check one): _____ Emerging   ___X____ Proficient   _____ Advanced

Instruction Rubrics - Rubric 7: Engaging Students in Learning

EVIDENCE: Video clip(s), instruction commentary prompt 3

How does the candidate actively engage students in developing artistic skills, knowledge, and/or contextual understandings to create, perform, or respond to music/dance/theater?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
In the clip(s), **students are participating in tasks that are** superficially related to the central focus. OR Students are participating in learning tasks, which are unrelated to central focus/learning objectives.	In the clip(s), students are participating in learning tasks focusing primarily on formulaic application of artistic skills, knowledge, or contextual understandings as students create, perform, or respond to music/dance/theater.	In the clip(s), students are **engaged** in learning tasks that **address** artistic skills, knowledge **and/or** contextual understandings, **which allow students to** create, perform, or respond to music/dance/theater.	In the clip(s), **students are engaged** in learning tasks **that develop exploration of individual** artistic skills, knowledge, and/or contextual understandings, which **guide** students to create, perform, or respond to music/dance/theater.	In the clip(s), students are engaged in learning tasks that **deepen and expand their understandings** of individual artistic skills, knowledge, and/or contextual understandings, which guide students to create, perform, **AND** respond to music/dance/theater.
There is little or **no evidence that the candidate links** students' prior academic learning or personal, cultural, or community assets with new learning. OR Links cause student confusion.	Candidate makes vague or superficial links between **prior academic learning and new learning.**	Candidate links **prior academic** learning to new learning.	Candidate links **both** prior academic learning **and personal, cultural, or community assets** to new learning.	Candidate **prompts students to link** prior academic learning and personal, cultural, or community assets to new learning.
LOOK FORs: • Loose connection between tasks and central focus • Tasks focus on low-level content (e.g., facts in isolation) • Links to prior learning or lived experiences are limited • Ss are confused by links to content (e.g., metaphors)		LOOK FORs: • Tasks focus on subject specific understandings • Links (e.g., candidate connects previous instruction/learning to new content)	LOOK FORs: All from Proficient and… • Tasks develop/deepen subject specific understandings • Links (e.g., Teacher or students connects new learning with prior instruction/learning AND lived experiences)	

Evidence:

Clip 2, Candidate has students listening to music.

What is your impression?   Minor, Like a lullaby, you can hear…

What kind of group was this?

Student says gentle, candidate points out that this is written in their music as well

Student points out it has more movement that the version they are playing.

Candidate fails to build on student responses in ways that will engage the entire class. Though there are a number of students responding and the class is listening, this is not an engaged discussion. Candidate is not leading it in a way that can affect the student interpretation of the work they are playing.

Clip 2, 5:00 - Band will play their version, candidate challenges students to change style now that they have listened. Candidate tells brass to play expressively at 7:17 when they enter.

Clip 1, Candidate has students thinking about and discussion the 1500s. Discusses and demonstrates elements of the Pavane dance. Links what students know about the time period to the new information without fully exploring what they know or think they know about the period. Though the candidate demonstrates the dance to the students it is an isolated fact not connected to the rhythms or timing of the dance which can affect they way they interpret and perform the work which is the objective of this learning segment.

Evaluation: (Check one): ____X___ Emerging   _____ Proficient   _____ Advanced
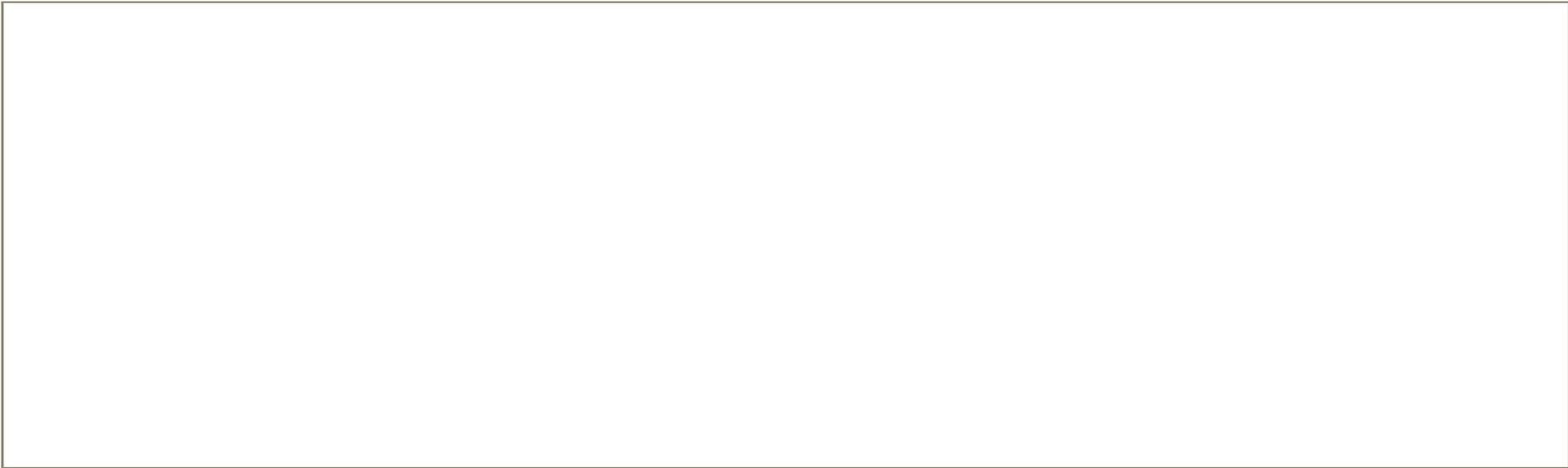
Instruction Rubrics - Rubric 8: Deepening Student Learning

EVIDENCE: Video clip(s), Instruction commentary prompt 4a

How does the candidate evoke student performances/responses to promote and develop artistic skills, knowledge, and/or contextual understandings?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The candidate does most of the talking and students provide few responses. OR Candidate responses include **significant content inaccuracies** that will lead to student misunderstandings.	Candidate **primarily evokes participatory level performances and/or surface-level responses and evaluates student responses or performance techniques as simply correct or incorrect.**	The candidate evokes performances and/or student responses **related to the application of** artistic skills, knowledge, and/or contextual understandings **to express or develop understanding.**	Candidate **evokes and builds on** performances and/or student responses **to promote the application of** artistic skills, knowledge, and/or contextual understandings to express or develop understanding.	Level 4 plus: Candidate **facilitates interactions among students to evaluate their own performances, compositions, or ideas.**
LOOK FORs • Surface level questions (e.g., one word answers) • Candidate talk (e.g., lecture only) • Consistent or egregious content inaccuracies		LOOK FORs • Questions prompt some higher-order thinking related to subject specific understandings	LOOK FORs: All from Proficient and… Question build on student thinking about subject specific understandings Interactions among students (e.g., Ss respond to and build on peer comment) Students evaluate their own thinking	

Evidence:

Evidence:

Clip 2, Candidate has students listening to music.

What is your impression?   Minor, Like a lullaby, you can hear…

What kind of group was this?   orchestra

Student says gentle, candidate points out that this is written in their music as well

Student points out it has more movement that the version they are playing.

Though the candidate is doing some good things with this class, the lesson is not fully developed to a point that allows students to apply the knowledge and skills that the candidate is trying teach. Candidate does not lead the students to make connections directly to their music and interpretations.

Evaluation: (Check one): ___X____ Emerging   _____ Proficient   _____ Advanced

Instruction Rubrics - Rubric 9: Subject-Specific Pedagogy

EVIDENCE: Video clip(s), Instruction commentary prompt 4b

How does the candidate use modeling, demonstrations, and content examples to develop students' artistic skills, knowledge, and/or contextual understandings for creating, performing, or responding to music/dance/theater?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The candidate uses **primarily facts or procedures** with little or no attention to artistic skills, knowledge, or contextual understandings. **OR** Materials used in the clip(s) **include significant content inaccuracies** that will lead to student misunderstandings.	Candidate uses **modeling, demonstrations, or content examples in superficial ways to help students** understand artistic skills, knowledge, or contextual understandings.	Candidate uses modeling, demonstrations, or content examples **in ways that develop** students' artistic skills, knowledge, or contextual understandings.	Candidate uses **focused** modeling, demonstrations, or **specific** content examples in ways that **deepen** students' artistic skills, knowledge, or contextual understandings.	Level 4 plus: Candidate uses **multiple and targeted strategies to support student mastery of** artistic skills, knowledge, or contextual understandings.
LOOK FORs:		LOOK FORs:	LOOK FORs: All from Proficient and …	

Evidence:

The main representation I used was showing a recording of a pavane to the students

Candidate models parts of the dance.

An example of when I related a student's response to an aspect of the music can be found in clip 2 at 3:12. A student described the listening example as gentle. I then pointed out that their band piece has "gently" marked by the tempo at the beginning.

in clip 2 (5:22), the students play through their pavane with their new contextual knowledge. It sounds much more stylistic than the first performance, and I could easily tell that the instruction, activities, and materials contributed to this result.   This type of statement from the candidate is an opinion. Whether it is accurate or not is not backed up by the video and cannot be considered evidence in this rubric.

The modeling and representations in this learning segment are excellent. How the candidate uses them decides the score on this evaluation rubric. In this case modeling and representations are used in ways that students are gaining some understanding of the Pavane and the 1500s but not in ways that develop student artistic skills of interpretation, which is the stated objective of the learning

segment.

Evaluation: (Check one): ___X____ Emerging   _____ Proficient   _____ Advanced

Instruction Rubrics - Rubric 10: Analyzing Teaching Effectiveness

EVIDENCE: Video clip(s), Instruction commentary prompt 5

How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Candidate suggests changes unrelated to evidence of student learning.	Candidate proposes changes that are **focused primarily on** improving directions for learning tasks or task/behavior management.	Candidate proposes changes that **address students' collective learning needs** related to the central focus. Candidate makes **superficial connections to research and/or theory.**	Candidate proposes changes that address **individual and collective learning needs** related to the central focus. Candidate makes **connections** to research and/or theory.	Level 4 plus: Candidate **justifies changes using principles of** research and/or theory.

LOOK FORs:
 	
• Proposed changes
  o Address candidate's own behavior without reference to student learning
  o suggest "more practice" or time to work on similar or identical tasks without revision
  o address problems with student behavior and how to "fix" it
		LOOK FORs:
		• Proposed changes
		  o address gaps in whole class learning/understanding
		  o re-engage students in new, revised or additional tasks
		  o include surface level discussion of research or theory (e.g., name drop or use a term without connection to own practice)
			LOOK FORs:
			All from Proficient and…
			• Proposed changes
			  o are concrete, specific and elaborated
			  o address gaps in student learning for different students in different ways (e.g., modified tasks or different resources/materials, extra scaffolding with teacher or peer)
			  o are grounded in principles from theory or research (e.g., go beyond name dropping or jargon)	

Evidence:

Problem: After reviewing the video footage, I became aware that I mostly stayed on or near the conductor's podium the entire time. This provided me with a great view of what was going on in the classroom from the front, but I could have had an even better impression of how things were going if I spent more time walking around the other sections of the classroom. This would have also kept the students in the lesser-visited sections on their best behavior, which as a result, would enhance their learning. Candidate identifies a problem with his presentation style.

Proposed Change: The students I taught in this learning segment seemed to take note of subtle accommodations and changes quite well. If I were to walk around the room more during instruction, it would have grabbed their attention immediately that something important was being covered. As a result, the entire class would have been engaged more, and the content instruction would have come across more effectively. In the book *Alternative Rehearsal Techniques* Mr. Lisk constantly points out how important it is to keep the students from going on autopilot by breaking up routines, moving around the room is a good way to do this. Candidate proposes a change that will keep better student attention. Change is not designed to alter the teaching strategies of the lesson.

Problem: If I had the opportunity to teach these lessons to the same students again, the first thing I would do differently is integrate more individualized instruction for the students with learning disabilities within the class. Candidate identifies a problem based on video and assessment results

Proposed Change: For the IEP students, I noticed at times they were tentative to answer questions or engage in classroom discussion. A more individualized lesson and feedback method may have been a better choice to best teach the content to these students. I noticed they were engaged the most in interactive listening and playing portions of the lessons. Integrating more activities like these to a more individualized lesson for the IEP students may have improved their understanding of the content. Candidate proposes a change in broad terms with no specific strategies or activities to make it clear what he means by a "more individualized lesson".

Evaluation: (Check one): ___X____ Emerging   _____ Proficient   _____ Advanced

Assessment Rubrics - Rubric 11: Analysis of Student Learning

EVIDENCE: Assessment commentary 1, evaluation criteria, work samples

How does the candidate analyze evidence of student learning?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The analysis **is superficial or not supported** by either student **work samples** or the **summary of student learning.** OR The evaluation criteria, learning objectives, and/or analysis are not aligned with each other.	The analysis focuses on what students did that was **simply right OR wrong** using evidence from the summary or work samples.	The analysis focuses on how students were **successful AND unsuccessful and is supported** with evidence from the summary and work samples. Analysis includes **some differences in whole class learning.**	Analysis **uses specific examples** from work samples to demonstrate patterns of student learning consistent with the summary. Patterns are described for whole class.	Analysis uses specific evidence from work samples to demonstrate **the connections between quantitative and qualitative patterns of student learning for individuals or groups.**
LOOK FORs: • Lists correct OR incorrect answers • Claims unsupported by work samples • No alignment between assessment and objectives		LOOK FORs: • Lists correct AND incorrect answers • Lists some areas where whole class excelled or	All from Proficient and LOOK FORs: • Describes students' understandings and struggles citing evidence (e.g., As demonstrated in sample 3…) • Learning trends related to individual or group understandings/misunderstandings (e.g., Scores on essay	

Evidence:

Students had to be able to listen to new examples and use what they know about the dances to identify the style of the new dances and explain why they chose what they did.

How students were unsuccessful: Some students had difficulty differentiating between the Allemande and Pavane on the tempo/time signature portion of the assessment. Since they are both in 4/4 meter, the tempo was the only context clue they could use, and I think this proved as a challenge for some of the students

How students were successful: Almost everyone recognized the style, as well as pointed out contextual characteristics to reinforce their answers.

Most could differentiate the musical styles by recognizing how they sounded and linking answers to the written context questions.

common pattern occurred with the students with learning disabilities Candidate is beginning to look at learning patterns but analysis of this is superficial at this point and does not raise the score above Proficient.

Evaluation: (Check one): _____ Emerging   _____X__ Proficient   _____ Advanced

Assessment Rubrics - Rubric 12: Providing Feedback to Guide Learning

EVIDENCE: Assessment commentary prompt 2a, work samples

What type of feedback does the candidate provide to focus students?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Feedback is unrelated to the learning objectives OR is inconsistent with the analysis of the students' learning. OR Feedback contains significant content inaccuracies.	Feedback addresses only weaknesses OR strengths generally related to the learning objectives. OR Feedback is inconsistently provided to focus students.	Feedback is **accurate and primarily focuses on either** errors OR strengths **related** to specific learning objectives, with some attention to the other. Feedback is provided consistently for the focus students.	Feedback is accurate and **addresses both strengths AND needs** related to specific learning objectives. Feedback is provided consistently for the focus students.	Level 4 plus: Candidate describes how **s/he will guide focus** students to use feedback to **evaluate their own strengths and needs.**

LOOK FORs:
• General feedback on errors OR strengths (e.g., "Good detail!")
• Unequal feedback given (e.g., 1 sample with feedback and 1 sample without)
• No relation to objectives or analysis (e.g., feedback on grammar when objective on causes of WWII)
• Feedback inaccurate (e.g., numerous or essential items are marked incorrect when correct or vice versa)
		LOOK FORs:
		• Specific feedback connected to objectives (e.g., "As you explain the causes, remember to include key nations involved.")
		• Feedback emphasizes strengths OR weaknesses with mention of other
		• Equal feedback given (e.g., same amount and kind across focus students)
			All from Proficient and LOOK FORs:
			• Balanced specific feedback on strengths AND weaknesses
			• Guides student self evaluation of strengths and weaknesses (e.g., "I will
			  have students use rubric to evaluate their own draft and discuss results
			  with peer."	

Evidence:

Feedback on sample 1 includes filling in correct answers

Feedback on sample 2 "Good"

Verbal feedback mentioned in commentary needs to be captured on a video clip to be considered evidence.

Evaluation: (Check one): ___X____ Emerging   _____ Proficient   _____ Advanced

Assessment Rubrics - Rubric 13: Student Use of Feedback

EVIDENCE: Assessment commentary prompt 2b

How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?					
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**		
Opportunities for applying feedback are not described. OR Candidate provides limited or no feedback to inform student learning.	Candidate **provides vague** explanation for how focus students will use feedback to complete current or future assignments.	Candidate **describes** how focus students will use feedback **on their strengths and weaknesses to revise their current work**, as needed.	Candidate describes how s/he will **support** focus students to use feedback on their strengths and weaknesses **to deepen understandings and skills related to their current work.**	Level 4 plus: Candidate **guides** focus students **to generalize feedback beyond** the current **work sample.**	
LOOK FORs: • Generic discussion for use of feedback (e.g., "to use for upcoming exam") • No discussion for use of feedback • No feedback given on samples		LOOK FORs: • Explicit discussion for how students use feedback to improve work (e.g., "Use questions I asked to deepen your response by answering them using research sources and adding that information to your essay.")	All from Proficient and LOOK FORs: • Discussion of support for student use of feedback (e.g., one-on-one conferences to use feedback to improve draft) • Leads to deeper understandings of current or future work (e.g., content of conference focuses on improving content understanding/skills within draft)		

Evidence:

I made sure to fill in all of the answers for every work sample. After meeting with the IEP students, I went over the test with the class as a whole to reinforce the concepts one more time, while also giving them a chance to see where they could have done better.

Because candidate feedback on the assessment was limited to correcting wrong answers and "Good", the candidate has not given the focus students feedback that they can use in their further learning.

Candidate does a good job of describing how he will use the knowledge students gained in the lesson for future rehearsals to reinforce the information and to improve student performance. However, this description does not connect to the assessment results for the focus students and centers on what the candidate will do, not on what the students will do.

Evaluation: (Check one): ___X____ Emerging   _____ Proficient   _____ Advanced

Assessment Rubrics - Rubric 14: Analyzing Students' Language Use and Performing Arts Learning

EVIDENCE: Assessment commentary prompt 3, work samples and/or video clips

How does the candidate analyze students' use of language to develop content understanding?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Candidate identifies language use that is superficially related or unrelated to the language demands (function,[6] vocabulary, and additional demands). **OR** Candidate does not address students' repeated misuse of vocabulary.	Candidate **provides evidence** that students use vocabulary associated with the language function.	Candidate **explains and** provides evidence of students' use of **the language function as well as vocabulary OR additional language demand(s).**[7]	Candidate explains and provides evidence of students' use of the language function, vocabulary, **and** additional language demand(s) **in ways that develop content understandings.**	Level 4 plus: Candidate explains and provides evidence of **language use and content learning for students with varied needs.**
LOOK FORs: • Lists only vocabulary use • Lists language use that is not connected to identified vocabulary, or other demands (e.g., identifies language use of grammar when demands are about summarizing information)		LOOK FORs: • Lists and explains students' use of vocabulary and related function • List and explains students' use of discourse or syntax	All from Proficient and LOOK FORs: • Lists and explains vocabulary, function and syntax or discourse used by whole class OR students with varied needs • Language use clearly supports content understandings	

Evidence:

In the assessment students had to be able to identify the three dance styles on audio examples that they had not heard before. Most students were able to use the names of the dance styles and correct vocabulary in their descriptions of the pieces. Language Function and vocabulary as identified in the Planning Commentary.

Many students learned the academic language through guided class discussion, which also served as a natural method to introduce and understand terms. Discourse as identified in the Planning Commentary.

Description lacks the evidence of successful student use of the academic language to move this to the Advanced Level.

Evaluation: (Check one): _____ Emerging   ___X____ Proficient   _____ Advanced

_____

[6]The selected language function is the verb identified in the Planning Commentary Prompt 4a (analyze, explain, interpret, etc.).

[7] These are the additional language demands identified in the Planning Commentary Prompt 4c (vocabulary and symbols, plus either syntax or discourse).

Assessment Rubrics - Rubric 15: Using Assessment to Inform Instruction

EVIDENCE: Assessment commentary prompt 4

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Next steps **do not follow** from the analysis. **OR** Next steps are **not relevant to the standards and learning objectives** assessed. **OR** Next steps are **not described in sufficient detail** to understand them.	Next steps **focus on repeating instruction, pacing, or classroom management issues.**	Next steps **propose general support that improves student learning** related to • artistic skills **OR** • knowledge **OR** • contextual understandings Next steps are **loosely connected with research and/or theory.**	Next steps **provide targeted support to individuals or groups to improve their** learning relative to • artistic skills **OR** • knowledge **OR** • contextual understandings Next steps are **connected with research and/or theory**.	Next steps provide targeted support to individuals **and** groups to improve their learning relative to • artistic skills • knowledge **AND/OR** • contextual understandings Next steps are **justified with principles from research and/or theory.**
LOOK FORs: Next steps: • Do not make sense (e.g., students need more support on writing arguments and candidate focuses next steps on vocabulary definitions) • Are not aligned to learning objectives • Present vague information (e.g., "will provide more support for objectives.")		**LOOK FORs:** • Next steps generally attend to whole class needs in relation to content (e.g., "use a Venn diagram to support writing of research paper.") • Discussions of research/theory are surface level	**All from Proficient and LOOK FORs:** • Strategic support for individuals AND groups related to subject specific knowledge • Next steps are grounded in research/theory	

Evidence:

Conveying the styles more through rehearsing specific sections will be extremely helpful to the ensemble Repeated Instruction

For focus student 2, I am not planning to take any next steps based on their proficient retention and understanding No plan

 To make sure focus student 1 succeeds in the next lesson steps, I am going to make sure to check in with them after each lesson has concluded. In doing this, I plan to ask them if what we were learning was easy for them to understand. If not, I will make sure to spend extra one-on-one time with them to deliver the information in a more helpful and effective way Vague plan

Evaluation: (Check one): ___X____ Emerging   _____ Proficient   _____ Advanced