A Practical Approach to Relating Ensemble Instruction to The Danielson Framework for Teaching

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IMEA January, 2014
What is The Framework?

Divides the complex activity of teaching into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:

1. Planning & Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities
Frameworks is a...

Research-based set of components of instruction, grounded in a constructivist view of learning and teaching designed by Charlotte Danielson that defines, in a concrete measurable format, excellence in teaching, and serves as the foundation for reflection and conversations among practitioners, regardless of the area of instruction or the teacher’s experience level.
Features of The Framework

1. Comprehensive

2. Grounded in Research

3. A Transparent Process

4. Generic – focusing on the concepts of good teaching and learning in ALL content areas

5. Coherent in Structure – Divides the teacher’s work into four domains

6. Independent of Any Particular Teaching Methodology

7. Includes major concepts of the Common Core Standards (2013 Instrument)
Components of Domain 1: Planning & Preparation

1a – Demonstrating Knowledge of Content & Pedagogy
1b – Demonstrating Knowledge of Students
1c – Setting Instructional Outcomes
1d – Demonstrating Knowledge of Resources
1e – Designing Coherent Instruction
1f – Designing Student Assessments
Components of Domain 2: The Classroom Environment

2a – Creating an Environment of Respect & Rapport
2b – Establishing a Culture for Learning
2c – Managing Classroom Procedures
2d – Managing Student Behavior
2e – Organizing Physical Space
Components of Domain 3: Instruction

3a – Communicating with Students
3b – Using Questioning & Discussion Techniques
3c – Engaging Students in Learning
3d – Using Assessment in Instruction
3e – Demonstrating Flexibility & Responsiveness
Components of Domain 4: Professional Responsibilities

4a – Reflecting on Teaching
4b – Maintaining Accurate Records
4c – Communicating with Families
4d – Participating in a Professional Community
4e – Growing & Developing Professionally
4f – Showing Professionalism
Domain 1 is the cornerstone for classroom instruction and allows for a look at the critical, behind-the-scenes work of organizing classroom instruction. Districts may have an established curriculum, but here is where we will see teachers transform that curriculum so that it is accessible to their students.

With the advent of Common Core, a major consideration is how music education has evolved in the 21st century and how we can incorporate issues such as global awareness and cultural diversity into the discipline.

What are the indicators of a quality music education lesson plan?
1a Demonstrating Knowledge of Content and Pedagogy

Indicators:

Plan demonstrates knowledge of content and the structure of the discipline

Plan demonstrates knowledge of prerequisite relationships

Teacher has an understanding of the discipline as well as intra- and interdisciplinary relationships

Plans reflect recent developments in content related pedagogy
Demonstrating Knowledge of Content and Pedagogy

WHAT does this look like to the Observer?

- The plan demonstrates knowledge of content and structure of the discipline
  - BIG IDEA drives the plan for daily/unit structure
  - The plan demonstrates how all facets of music relate to one another and to other subjects

- Plan reflects understanding of relationships among topics and necessary “cognitive structures” by students to ensure understanding

- The teacher has anticipated possible student misconceptions and has a plan to address them
  - What tools do you plan to use from your toolbox?

- Plan includes accessing technology and social media
1b Demonstrating Knowledge of Students

Indicators:

Knowledge of child and adolescent development

Knowledge of the learning process

Knowledge of students’ skills, prior knowledge and language proficiency

Knowledge of students’ interest and cultural heritage

Knowledge of community

Knowledge of students’ special needs
1b Demonstrating Knowledge of Students

WHAT does this look like to the observer?

Formal and informal information gathered by teacher and used to plan instruction includes:

• Auditions, playing tests to assess playing levels of students

• Resources from school, both academic and behavioral, including IEP, 504, Behavior Intervention Plan (BIP)

• Student interest surveys and journaling

• Family Information Card

• Participation in community cultural events
1c Setting Instructional Outcomes

Indicators:

Outcomes represent significant learning in the discipline reflecting, where appropriate, Common Core Standards

Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment

Outcomes should reflect different types of learning, such as knowledge, conceptual, understanding and thinking skills

Outcomes must be appropriate for all students in the class
WHAT does this look like to the observer?

• Plans that are based upon National and State Standards and Fine Arts Goals

• Incorporating differentiated instruction into the plans to meet students of varied ability

• Statements describe student learning, not student activity
  * “Students will learn how to weight the different part of the beat in swing style” versus “Students will play a jazz piece”.
  * “Students will learn appropriate phrase shaping and structure within the musical piece” versus “Students will play louder and softer.”

• Making connections to other curricular areas, such as historical relevance
1d Demonstrating Knowledge of Resources

Indicators:

Resources for classroom use align with learning outcomes.

Teacher accesses resources to extend his/her content knowledge and pedagogy.

Resources for students are appropriate and challenging.
Demonstrating Knowledge of Resources

WHAT does this look like to the observer?

- Curriculum Map for the School/District
- TMTPB
- Make quality musical connections
- Make cross-curricular connections
- Outside guest conductors and clinicians
- Access community resources, both in-person and online
- Utilize materials provided by professional organizations
- Ongoing participation by teacher in PLC setting
Indicators:

Instruction is designed to engage students and advance them through the content

Clear and sequenced lesson structure, with appropriate pacing

Aids to instruction are appropriate to the learning needs of the students

Intentionally organizing instructional groups to support student learning
WHAT does this look like to the observer?

• Structured and sequenced plan
• Music selections appropriate to students’ ability levels
• Music is challenging, but also within reach for all learner levels
• Sectionals
• Making connections to prior learning
If Designing Student Assessments

Indicators:

Assessments aligned with instructional outcomes

Assessment criteria and standards are clearly defined

Assessments for learning are planned as part of the instructional process

Data collection using a variety of methods

Results of assessments guide future planning and also allow students to take ownership of their learning
1f Designing Student Assessment

WHAT does this look like to the observer?

- Formative as well as Summative assessments aligned with outcomes
- Clearly defined expectations, such as with a **rubric**
- Individual playing, singing, moving
- 5 Second Assessment
- Written assessments
- Use of technology, such as SmartMusic
Class

Context
Time
Grade level
Class length
Number of students

Standards
OSRE
Write out each state standard along with the number, dig deeper than the top levels.

National Music Standard(s)
Write out the complete standard.

Central Focus
The big idea or essential question that you are addressing.

Objectives (or Goals)
The STUDENT(S) will be able to:
Use action verbs, e.g., count, apply, remember, explain, use, play, sing, stand, hold, etc. Think about how what you are teaching relates to a bigger context.

Instructional Materials/Equipment
What you need to bring to the class, e.g., metronome, handouts, instrument, recording
Arrangement of desks, chairs, instruments
What needs to be written on the chalkboard before class begins
How do you set the mood before class begins?
Is this a hands-on activity?

Language Demands
What vocabulary or symbols will students need to understand?
What language function, e.g., analyze, compare/contrast, describe, identify, tell you address?
How will the student practice using the language function?

Procedure
The steps you will follow during the lesson
Instructor strategies
Learning aids

Accommodations for special learners
Description of what you will do to make sure all children are engaged and learning.
You MUST include modifications for students with either an IEP or 504 plan. (This is required by law.)

Assessment
Student learning (link back to your objectives)
Student behavior you will be looking for during your lesson. How will you ask for and reinforce this?
Plans for recorded or written assessments.
Assessment materials.

Reflection (for your personal use)
What worked? What didn’t work? For whom?
How do you know?
What will you do next time as a result of this lesson?
Is any research or theory guiding your decision making?
The Turn & Talk Activity

Turn to the person closest to you. This is your “Turn & Talk” partner.

Here is how it goes:

Take turns with one person speaking at a time. Listen carefully, as you may need to share your partner’s comment with the group.
The Turn & Talk Activity #1

Think about Student Assessment.
Is there something that you have used that works well?
Taking turns, share your idea in with your partner.
Remember to use good listening techniques.
Domain 2 – Classroom Environment

Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routine and by setting clear expectations for student behavior.

What are the indicators of a quality music education classroom environment?
2A Creating an Environment of Respect and Rapport

Indicators:

Respectful talk, active listening, and turn-taking

Acknowledgement of students’ lives outside the classroom

Positive body language demonstrated by all

Proximity

Fairness

Politeness and encouragement
2A Creating an Environment of Respect and Rapport

WHAT does this look like to the Observer?

• Expectations clearly established, posted, and monitored

• Appropriate interactions are seen among all in the classroom

• Students taking intellectual risks, sharing their ideas with the class

• Environment in which ensemble acts as a unit

• Acknowledging achievement and error
2A Continued

- Students are comfortable making mistakes and actually learning
- Student sharing strategies with peers
- Everyone engages in active listening
- Body language demonstrates engagement
- Director cuts the playing – all are attentive for further instruction
- Informal discussion re things happening in students’ lives during set-up
2B Establishing a Culture for Learning

Indicators:

Belief in the value of what is being learned

High expectations for:

* Learning
* Participation
* High quality work
* Persistence
* Expression and work products
2B Establishing a Culture for Learning

WHAT does this look like to the Observer?

• Teacher conveys importance of what students are learning, ie: the why we are playing this selection

• Musical terminology (academic vocabulary), is expected to be used by all in the classroom

• Ability grouping of sections and/or ensembles - having a variety of ensembles and classes to fit the students needs

• Professionalism in rehearsing – “Practice what you perform and perform what you practice.”

NOTE - This is can be an opportunity to to gather DATA to support change.
2C Managing Classroom Procedures

Indicators:

Clearly established routines that function smoothly

Students play an important role in carrying out routines

Little or no loss of instructional time

Efficient management of materials of supplies
2C Managing Classroom Procedures

WHAT does this look like to the Observer?

- Director’s Mailbox for collecting practice reports, permission slips, materials, etc.

- Transition in and out of room clearly established

- Accessible tuners & instructions for when/how to use them

- Procedure for distribution of music, forms, etc. is clearly established

- Silent signals understood by all for how to start/stop playing
2D Managing Student Behavior

Indicators:

Clear standards of behavior, possibly posted and referred to during a lesson

Absence of acrimony between teacher and students concerning behavior

Teacher aware of students with special needs

Teacher aware of student conduct and proactive, if needed

Absence of misbehavior

Reinforcement of positive behavior
2D Managing Student Behavior

WHAT does this look like to the Observer?

• Expectations posted and modeled by all

• Preparation – being on-time, with instruments/music ready

• Students “know the drill” regarding behavior for standard rehearsals and when “the game is changed” for concerts

• Feedback on behavior is also given for positive choices

• Teacher implements specific IEP, behavior and/or 504 Plans that may be in place for any special need students
2E Organizing the Physical Space

Indicators:

Pleasant and inviting atmosphere

Safe environment

Accessibility for all students

Furniture arrangement suitable for all learning activities

Effective use of physical resources, including technology, by both students and teacher
2E Organizing the Physical Space

WHAT does this look like to the Observer?

• Clean and organized space

• Appropriate rehearsal space - room to seat everyone in the rehearsal/performance venue, correct acoustics

• Space for sectionals

• Access to practice rooms for individuals
2E Continued

- Good flow in the room, especially enter/exit
- Sightlines so you can see all and all can see you
- Instruments and folders in a secured location
- Condition/storage of instruments (ie- percussion, low woodwinds, tubas, cells, basses)
- Technology accessible

Do you have the physical resources to do what you need/want to do? **If not, opportunity is knocking.**
Turn & Talk Activity #2

Think about your Classroom Management strategies.

Is there a management technique you have used that works really well or want to try?

Please share it with your partner.

Remember to use good listening techniques.
Domain 3 – Instruction Delivery

Teachers, through their knowledge of content and pedagogy and skill in delivering instruction, engage students in learning by using a variety of instructional strategies.

How do music educators make these quality instructional delivery elements evident in their teaching?
3A Communicating With Students

Indicators:

Expectations for learning are clearly communicated
Clear directions and procedures
Explanations of content and strategies
Correct and imaginative use of oral and written language
What does this look like to the observer?

- Reinforcing/recall from prior class and moving into current learning
- Modeling of characteristic sounds and articulation styles
- *Relative Pitch* exercise
- Age appropriate and vivid explanations of content, using analogies and metaphors
- Connecting explanations to students interests beyond school
3B Quality Questioning and Discussion Strategies

Indicators:

High quality of questions and prompts causing students to think

Questions with multiple answers or multiple approaches

Discussion within the room, with teacher stepping out of the central mediating role

High levels of student participation in the discussion
3B Using Questioning and Discussion Techniques

WHAT does this look like to the Observer?

- Asking questions at all levels and allowing adequate processing time for answers
- Q & A about/within the piece – ie: “Who has the melody”, “Who has the same rhythm?”
- Introduction & use of musical academic vocabulary
- Students participating in discussion w/o teacher as the leader
- Use of discussion strategies, such as “Turn & Talk”
**3C Engaging Students in Learning**

Indicators:

Student enthusiasm, interest, thinking, problem solving, etc.

Encourage high-level student thinking and invite students to explain their thinking

Students highly motivated to work on all tasks and persist, even when challenging

Students actively working, not watching the teacher “work”

Suitable pacing, with time for closure and student reflection
3C Engaging Students in Learning

WHAT does this look like to the Observer?

• Kinesthetic Approach to time
• Playing – individually, parts, as a section
• Sizzle parts
• Singing parts
• Air Band
3C Continued

- Lateral Listening (Trio)
- Audiation
- Modeling musical expression
- Students able to listen & make corrections while playing
- Students responding to conductor’s cues, rather than just playing the page
- Allow time at end for reflection & closure
3D Using Assessment in Instruction

Indicators:

Close attention is paid to evidence of student understanding

Valued feedback is timely and substantive, and must provide guidance to students

Weaved seamlessly through the lesson, using a variety of techniques

Students assessing their own work against established criteria
WHAT does this look like to the Observer?

- Playing tests with immediate feedback
- Listening to a performance for the next class period
- Having students do an analysis of rehearsal segments and/or performances
- Self-assessment by students
- Juries
3D Continued

• Sight reading

• Adjust programming, as needed

• Exit slips

• Students reflect/evaluate on ensemble performances, both live and recorded

• Students self assess/reflect on their individual performance

MOST IMPORTANTLY – The information garnered through assessment will be used to guide future instruction.
3E Demonstrating Flexibility and Responsiveness

Indicators:

Ability to make adjustments during the lesson in response to evidence of student understanding (or lack of it), for both the group and individuals

Persistence – seeking alternate approaches without giving up

Seizing on teachable moments
3E Demonstrating Flexibility and Responsiveness

WHAT does this look like to the Observer?

- Assign parts and seating on ability, acoustical considerations and behavior
- Modify parts for individuals
- Alternate fingerings
- Restating a question in a variety of ways to meet the individual's needs
- Changing course mid-rehearsal because “it just isn’t working”
- Going with that teachable moment
Domain 4 – Professional Responsibilities

Domain 4, together with Domain 1, represents the “behind-the-scenes” part of The Framework. These components consist of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional learning community. This domain captures the essence of a teacher’s professionalism.

What are the indicators of a quality music educator?
4a Reflecting on Teaching

Indicators:

Accurate and honest reflection on their teaching and providing examples to support their judgment

Use those reflections to make adjustments in their practice
Reflecting on Teaching

WHAT does this look like to the observer?

• Accurate assessment of the lesson that is thoughtful and includes specific indicators of effectiveness

• That same assessment includes indicators of what could have worked better

• Suggestions for improvement create an extensive repertoire of skills that the teacher can access – more tools in the toolbox!
4b Maintaining Accurate Records

Indicators:

Tracking student attendance and participation

Tracking student completion of assignments

Tracking student progress in learning

Non-Instructional record keeping
4b Maintaining Accurate Records

WHAT does this look like to the observer?

• Attendance Records – rehearsals and performances

• Tracking Practice Reports & written assignments

• Individual performance data – ie: seat challenges, juries, SmartMusic

• Spreadsheet for non-instructional items – permission slips, particularly anything involving money

• Electronic grade book with updated grades & missing assignments
4c Communicating With Families

Indicators:

Communicating:

* Information about the instructional program
* Information about individual students’ progress

Providing engagement opportunities to families so that they can participate in learning activities
4c Communicating With Families

WHAT does this look like to the observer?

- Public performances – concerts, festivals, contests, community events
- Parent Information Meetings
- Music Booster Club
- Recruiting assistance for chaperoning, moving equipment, and volunteering for music events
- Family picnic-style lunch at all day rehearsal
4c Continued

- Curriculum Night Presentations
- Progress Reports
- Electronic communications for grades & general information
- Band Website
- Connect Ed
- Anyone use Tweets? QR’s?
4d Participating in the Professional Community

Indicators:

Relationships with colleagues that encourage sharing, planning and working together toward improving instructional skill and student success

Involvement in a culture of professional inquiry, PLC (Professional Learning Community), supporting and respecting its members’ efforts to improve practice

Supporting the school beyond classroom duties by contributing to school initiatives and projects

Participation in district projects to improve the professional community
4d Participating in the Professional Community

WHAT does this look like to the observer?

• Regular participation with department colleagues to share and plan for student success

• Regular participation in professional learning communities that emphasize improving practice

• Serve in a Leadership role – Fine Arts Team, department, building committee, professional organization
4d Continued

- Participation in school activities, such as spirit days, pep rallies
- Attending after-school functions, such as plays, sporting events, Fun Fair and other PTA/PTO events
- Serving on a District committee – such as Wellness Committee, Insurance, Interview Team
- Participating in community events representing the school community – such as Parades, Music Ensemble performs at city hall, nursing home, Lions club or Chamber meeting
4e Growing and Developing Professionally

Indicators:

Enhancement of content knowledge and pedagogical skills

Receptivity to feedback from colleagues

Participation in professional organizations in order to enhance both personal practice and ability to provide leadership and support to colleagues

Sharing what has been learned with colleagues and the profession
WHAT does this look like to the observer?

• Membership in Professional Organizations – state organizations, NAfME, IMEA, NBA, ASTA, ACDA, CBDNA, ASCAP, NEA, ASCD

• Attending workshops/conferences

• Continued coursework – towards a degree or non-degreed

• Presenting at workshops/conferences or teaching a course
4e Continued

- Regular academic reading - professional journals, books, online articles
- Participation in webinars
- Connecting with social media – such as Facebook, Linkedin, Pintrest, Band Director’s Facebook Page, Twitter
- Performing with a community ensemble
4f Showing Professionalism

Indicators:

Integrity and ethical conduct

Always putting students first in all considerations

Supportive of students’ best interest, even in the face of traditional practice or beliefs

Solving problems with students’ needs as a priority

Adherence to policies and established procedures for the building and district
4f Showing Professionalism

WHAT does this look like to the observer?

- Consistently following district mandates re policies and procedures, and willing to work to improve those that may need to be changed

- Consistently modeling appropriate behavior and expectations both in school and out

- Reminding participants in meetings that students are the highest priority

+
4f Continued

• Proactive to see that all students’ needs are met

• Having the reputation as trustworthy and often sought out as a sounding board

• Respect confidentiality

• Firm, fair and consistent

• Challenging negative attitudes in a non-combative way
Turn and Talk Activity #3

Think about what part of the Framework you are most comfortable with and which part you feel is going to require more support.

Share this with your partner. Remember your listening skills.
What are some possible next Steps?

Work Smarter – Not Harder.

The ideas of the many, outweigh the ideas of the few, or the one.

Don’t re-invent the wheel!

Keep in Mind that this will look different in different settings. One size does not always fit all.

Organize a Professional Development Project with colleagues.
Most Importantly…

This is about having **CONVERSATIONS** with teaching partners, your Music department, administrators and colleagues about what good teaching looks like.

This provides you with the vehicle to **REFLECT** on your craft and then use that information to improve teaching and learning in your classroom.
Resources & References

- Website – danielsongroup.org
- EDTPA
- School District U-46, Elgin, IL
- CSI Summer Institute, Elkhart, IN
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