**Music Education**

Subject Specific Items for PST Observation Tool

1. Plans and implements instruction based on knowledge of the academic principles, essential music concepts, respect for language diversity and learning and teaching strategies appropriate to the discipline of music
2. Responds to the group or individual student’s levels of musical understanding while teaching
3. Plans and implements music instruction based on knowledge of the community context and of students as a group and as individuals
4. Constructs music lessons that are adapted to diverse student needs based on understanding of students’ different developmental levels and approaches to learning
5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply musical knowledge and skills to real world problems
6. Plans and implements instruction based on music national and state curriculum frameworks and classroom curricular goals
7. Activates students’ prior musical knowledge and experience
8. Asks questions and implements methods that encourage students to think critically
9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance
10. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students’ music learning
11. Creates a respectful, supportive, and challenging environment that supports individual student’s development, construction of musical knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on music learning
12. Uses informal and formal assessment data to modify music instruction and to plan appropriate lessons, including purposeful choices regarding group formations
13. Sequences learning tasks into coherent units of instruction derived from the music curriculum in an effort to effectively scaffold student learning
14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques
15. Documents student music learning in both ongoing and summative ways and provides students with this feedback
16. Implements effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration among students and responses to varied forms of musical media
17. Uses musical works representing a broad spectrum of historical and contemporary musical genres
18. Draws upon a range of musical works to enhance students’ understanding and appreciation notated and aural music and the relationship between symbols and meaning
19. Articulates using acceptable and appropriate oral and written expressions.
20. Draws on composing and improvising processes to enable students to create in developmentally appropriate ways
21. Teaches students a variety of strategies to comprehend, interpret, appreciate and respond to music
22. Demonstrates the interrelation of singing, moving, playing instruments, listening, reading, notating, and composing as interrelated dimensions of music learning
23. Exhibits an understanding of the influence of language and visual images on music thinking and composing
24. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students’ music learning
25. Collaborates with a variety of faculty members in the school community to support students’ music learning and well-being
26. Reflects critically on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions and draw upon music research and theory in an effort to inform and shape practice
27. Seeks out and participates in opportunities to grow professionally