

North Dakota

State School Music Program Standards

For Internal School Review

District:

School:

Enrollment:

Grades in School:

Evaluator:

Date of Evaluation:

**Adapted from the State of Connecticut State Board of Education Rubric 2002*

Teaching for Learning

Essential Element	Highly Effective	Effective	Progressing	Beginning Stages	Examples
Professional Development <i>Student achievement is increased (knowledge and skills) through teacher professional development.</i>	The district consistently offers and/or supports professional development opportunities to increase student learning in the music classroom.	The district occasionally offers and/or supports professional development opportunities to increase student learning in the music classroom.	The district infrequently offers and/or supports professional development opportunities to increase student learning in the music classroom.	The district encourages professional development opportunities to increase student learning in the music classroom but doesn't support or offer it.	Membership in professional organizations. Continuing Education credits Publications or presentations at conferences. PD in technology applications.
Evidence, notes, and comments:					
Resources and Materials <i>Student needs for learning resources are met through well-developed collections of music, instruments, and miscellaneous supplies.</i>	The district provides a wide variety of and innovative equipment and supplies, reviewing and financially supporting needs annually. No fund-raising is required to provide for the music program. Copyright is enforced.	The district provides necessary equipment and supplies, reviewing and financially supporting needs annually. No fund-raising is required to provide for the music program. Copyright is enforced.	The district provides most of the necessary equipment and supplies, reviewing and financially supporting needs annually. Some fund-raising is needed to provide what the district cannot fund. Copyright is enforced.	Teacher has a limited source of resources and supplies. Significant fund-raising is needed to provide what the district cannot fund. Teacher beginning to understand and implement copyright laws.	Student and staff evaluations of materials. Published collection analysis. Resource sharing. Adequate numbers of stands, music parts, instructional materials etc. Copyright is enforced.
Evidence, notes, and comments:					

Teaching for Learning

Essential Element	Highly Effective	Effective	Progressing	Beginning Stages	Examples
Equitable Access <i>Students have flexible and equitable access to music instruction that meets diverse needs.</i>	<p>Elementary general music, band, choir and possibly orchestra are available to every student every year. The majority of secondary courses are scheduled daily each week and allow students to participate in music and singleton courses such as AP and foreign language. Students have access to alternative music classes such as guitar, technology, composition etc. Music instruction is provided</p>	<p>Elementary general music, band, choir and possibly orchestra are available to every student every year. The majority of secondary courses are scheduled 3-5 times each week.</p>	<p>Elementary general music, band, choir and possibly orchestra are available to every student every year. The majority of secondary courses are scheduled at least 2 times each week.</p>	<p>Elementary general music, band, choir and possibly orchestra are available to every student every year, when possible, but may not be scheduled regularly (once a week) because of scheduling conflicts.</p>	<p>Scheduling options. Free and open access policy for music 7-12. All elementary students have regular music.</p>
Evidence, notes, and comments:					
Educational Technology <i>Technologies to impact student achievement are integrated into teaching and learning in the music program.</i>	<p>Teachers seamlessly incorporate technology into their classroom, demonstrating student achievement as a result, and using it to assist with evaluation of self and others.</p>	<p>Teachers often incorporate technology into their classroom and demonstrating student achievement as a result.</p>	<p>Teachers occasionally incorporate technology into their classroom and are beginning to demonstrate student achievement as a result.</p>	<p>Teachers beginning to incorporate technology into their classroom to increase student learning.</p>	<p>Rubric scores for use of technology on projects. Broadband connections available for music instruction. Student content knowledge enhanced through technologies.</p>
Evidence, notes, and comments:					

Teaching for Learning

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Climate Conducive to Learning <i>Opportunities for participation in music activities are made available to students both within and outside of the music classroom.</i>	Teachers provide an exemplar, effective and efficient music program to which students desire to and are proud to belong. This program consistently includes involvement in extra-curricular activities such as All-State and districts contests. Students are encouraged to belong to community music groups and/or take private lessons.	Teachers provide an effective music program to which students desire to and are proud to belong. This program regularly includes involvement in extra-curricular activities such as All-State and district contests.	Teachers provide a music program to which students are proud to belong. This program sometimes includes involvement in extra-curricular activities such as All-State and contests when time and funding permit.	Teachers are working to provide a music program to which students desire to belong. This program includes limited extra-curricular activities only when time and funding permit.	High student and teacher morale. Orderly learning environment. Displays of student achievements. School pride in evidence. Extra-curricular activities such as All State and contest evident.
Evidence, notes, and comments:					
Budget <i>The Music program has adequate, sustained funding to support student needs to attain the learning standards and achieve district and school mission, goals, and objectives.</i>	Multiple resources for funding provide instruments, repairs, technology, software, equipment, teaching aids, and music for the music program and professional development for the music teachers. No fundraising is necessary to achieve learning standards and the school mission, goals, and objectives.	Adequate resources for funding provide instruments, repairs, technology, software, equipment, teaching aids, and music for the music program and professional development for the music teachers. No fundraising is necessary to achieve learning standards and the school mission, goals, and objectives.	Adequate resources for funding provide some instruments, repairs, technology, software, equipment, teaching aids, and music for the music program and professional development for the music teachers. Fund raising may be necessary to supplement district funds.	Limited funding is evident for instruments, repairs, technology, software, equipment, teaching aids, and music for the music program and professional development for the music teacher. Fund raising supplements a large portion of these needs.	Funding for new resources annually through multiple formats. Funding for music teacher time, PD and travel. Funding for technology, software, and equipment. Funding for music and maintenance of instruments.

*Adapted from the State of Connecticut State Board of Education Rubric 2002

Teaching for Learning

Essential Element	Highly Effective	Effective	Progressing	Beginning Stages	Examples
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Evidence, notes, and comments:

Facility – Classroom space <i>Music facilities are conducive to learning and flexible to meet every student's needs.</i>	All music classrooms are open and spacious to support class sizes and needs of the program.	All music classrooms have adequate space to support class sizes and needs of the program.	Most music classrooms have adequate space for classes to support class sizes and needs of the program.	Very few music classrooms have adequate space for classes to support class sizes and needs of the program.	Adequate space for rehearsals/sectionals.
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Evidence, notes, and comments:

Facility – Number of music classrooms.	Middle and high schools have separate band, choir and orchestra classrooms when needed. Elementary classes have separate music room(s).	Middle and high schools do not always have separate band, choir and orchestra rooms when needed and may occasionally share classrooms. Elementary classes have separate music room(s).	Middle and high schools do not always have separate band, choir and orchestra rooms when needed and frequently share classrooms. Elementary classes have separate music room(s).	Middle and high school band, choir and orchestra do not have separate rooms when needed. Elementary classes do not have a classroom in which to teach.	Elementary teachers have own music classrooms. Full-time band, choir and orchestra teachers have separate classroom.
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Evidence, notes, and comments:

Teaching for Learning

Essential Element	Highly Effective	Effective	Progressing	Beginning Stages	Examples
Facility – Sound design of classroom.	The sound design of all classrooms effectively supports hearing health.	The sound design of all classrooms generally supports hearing health.	The sound design of most classrooms generally supports hearing health.	The sound design of the classrooms does not support hearing health.	Sound design supports hearing health.
Evidence, notes, and comments:					
Facility – Performance Venue	The high schools and middle schools have an auditorium in which to perform. The elementary students perform in the school gym/multi-purpose room or are allowed to perform in the middle or high school auditorium.	The high schools have an auditorium and the middle schools have an auditorium, cafetorium or gym in which to perform free from public traffic and disruption. Elementary students perform in the school’s gym or multi-purpose area.	The middle and high schools have a gym or cafetorium in which to perform free from public traffic and disruption. The elementary students perform in the school’s gym or multi-purpose area.	Students do not have an adequate venue in which to perform which is free from public traffic and disruption.	High school students perform in auditorium. Middle school students perform in an auditorium, gym or cafetorium free from public traffic and disruption. Elementary students perform in the school gym, multi-purpose room or the middle or high school auditorium or gym.
Evidence, notes, and comments:					
Facility - Equipment	The music facilities are state-of-the-art (most current and highest quality equipment) and conducive to the learning needs of all students.	The music facilities are conducive to the learning needs of all students with adequate equipment in good working order.	The music facilities are generally conducive to the learning needs of all students due to some outdated and/or non-working equipment.	The music facilities are minimally conducive to the learning needs of all students due to mostly outdated or non-working equipment.	Adequate equipment in good working order
Evidence, notes, and comments:					

Teaching for Learning

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Facility – Practice Rooms	Within the facilities are ample sound proof practice rooms to support the program.	Within the facilities are some practice rooms to support the program.	Within the facilities are limited practice rooms.	Students use a portion of the classroom to independently practice.	Adequate practice rooms for the size of the program.
Evidence, notes, and comments:					
Administrative Support <i>Student achievement is increased through administrative and community support of the music program.</i>	Student musical achievement across the program consistently remains at an exemplar level as a result of administrative, parent, and school board support.	Student musical achievement across the program consistently remains at a high level as a result of administrative, parent, and school board support.	Student musical achievement across the program consistently remains at an adequate level as a result of limited administrative, parent, and school board support.	Student musical achievement is evident with some areas of the music program as a result of limited administrative, parent, and school board support.	Administration/Music meetings. Functioning music parent support group. Annual report from music program to administration/Board. Music program included in school development plans.
Evidence, notes, and comments:					