

# Music Content and Materials

**COMPONENT #: 2-010-317**

**POINTS TO BE EARNED: 120 MPP**

## **PART I – PLANNING**

**DESCRIPTION:** Write a brief description of content and intent of component.

This component is designed to enable the participant to identify and evaluate new music content and materials that can be used to improve the instructional process and/or the participant's professional development.

Upon successful completion of this professional development activity the participant will identify new repertoire, materials, and textbooks for use in the music classroom as well as for AP Music Theory.

**STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT:** Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

**Standards for Professional Learning** (choose one)

- |   |   |
|---|---|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership           | <input type="checkbox"/> Implementation   |
| <input checked="" type="checkbox"/> Resources | <input type="checkbox"/> Outcomes         |
| <input type="checkbox"/> Data                 |   |

**Florida Educator Accomplished Practices** (check all that apply)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment                                      |
| <input type="checkbox"/> The Learning Environment                            | <input checked="" type="checkbox"/> Continuous Professional Improvement  |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation  | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

**Florida Leadership Standards** (check all that apply)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Student Learning Results          | <input type="checkbox"/> Decision Making                    |
| <input checked="" type="checkbox"/> Student Learning as a Priority    | <input type="checkbox"/> Leadership Development             |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management                  |
| <input type="checkbox"/> Faculty Development                          | <input type="checkbox"/> Communication                      |
| <input type="checkbox"/> Learning Environment                         | <input type="checkbox"/> Professional and Ethical Behaviors |

**IPEGS Standards** (check all that apply)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners                 | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning                | <input type="checkbox"/> PS 7 – Professionalism          |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment     |
| <input type="checkbox"/> PS 5 – Assessment                                       |  |

**IMPACT FOCUS AREA(S):** select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
|--|--|

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X Educator (professional growth)

Organizational support and change

**SPECIFIC LEARNER OUTCOMES:** Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify and describe innovative strategies, techniques, and/or materials appropriate for implementation or utilization in a specific instructional assignment.
2. Identify innovative techniques, strategies, and/or materials, and describe in writing how each can be adapted to support specific instructional objectives.
3. Identify current research issues and developments in the field of instruction.
4. List practical applications of the research in the classroom including strategies that promote creative/critical thinking capabilities of students.
5. Develop skills in analyzing and assessing instructional materials.
6. Develop activities that integrate technology into the curriculum.
7. Develop activities that address the issues surrounding the diverse needs of learners.
8. Research and analyze alternative delivery systems such as distance learning and the use of interactive technology.
9. Examine equitable methods, techniques, and practices addressing the needs of all students.
10. Research, analyze, and implement the principles of continual quality improvement for professional growth.

### PART II – LEARNING

**LEARNING PROCEDURES:** Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

The professional learning establishes an atmosphere of active learning and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback. The hands-on and practical learning opportunities include, but are not limited to:

1. Lectures/presentations and active discussions and activities on innovative strategies/techniques, technology integration and/or materials for specific instructional objectives (SLO 1-10).
2. Discussion of innovative strategies, techniques, technology integration, and/or materials that can be used to support specific instructional objectives (SLO 1 - 10).
3. Implement specific instructional strategies and activities that will address the needs of diverse learners (SLO 2, 7, & 9).
4. Provide evidence of collaborative and independent learning.
5. Web-based resources.
6. Provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted their professional behavior.
7. Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
8. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.

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9. Engage in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).

### PART III – IMPLEMENTATION

**IMPLEMENTATION PROCEDURES:** Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

### PART IV – EVALUATION

**IMPACT EVALUATION PROCEDURES:** Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events.
2. Educator: Evidence will include classroom walk-throughs, student portfolios, surveys, participant reflections, participant portfolios.
3. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement.

**COMPONENT EVALUATION PROCEDURES:** Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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**Date Approved: 5/20/2014**

**Department: : Division of Academic Support, Visual and Performing Arts**

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