The Danielson Framework divides the complex activity of teaching into 22 components clustered into four domains of teaching responsibility: Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

COMPONENTS OF DOMAIN 1 – Planning and Preparation

1a – Demonstrating Knowledge of Content & Pedagogy

WHAT does this look like to the Observer?

- The plan demonstrates an understanding of the discipline as well as intra- and interdisciplinary content relationships
- The plan includes available instruments and resources
- The teacher has anticipated possible student misconceptions and has a plan to address them
- Plan includes accessing technology and social media

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
- Resources from school, both academic and behavioral
- Student interest surveys and journaling
- Family Information Card
- Participation in community cultural events

1c – Setting Instructional Outcomes

WHAT does this look like to the observer?

- Plans that are based upon music education standards
- Incorporating differentiated instruction into the plans to meet students of varied ability
- Statements describe student learning, not student activity
- Making connections to other curricular areas

1d – Demonstrating Knowledge of Resources

WHAT does this look like to the observer?

- Curriculum Map
- 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

1e – Designing Coherent Instruction

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
- Making connections to prior learning

1f – Designing Student Assessments

WHAT does this look like to the observer?

- Clearly defined expectations, such as with a rubric
- Individual playing, singing, moving – 5 Second Assessment
- Written assessments
- “Check-as-you-go”
- Use of technology, such as SmartMusic
COMPONENTS OF DOMAIN 2 – The Classroom Environment

2a – Creating an Environment of Respect & 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
- 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
WHAT does this look like to the Observer?
- Teacher conveys importance of what students are learning
- 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.”

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
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 performances
- Feedback on behavior is also given for positive choices
- Teacher implements specific IEP, behavior and/or 504 Plans that may be in place, and followed for any special need students

2e – Organizing 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 and access to practice rooms for individuals
- 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.
COMPONENTS OF DOMAIN 3 –Instruction
3a – Communicating with Students
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 – Using Questioning & 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, such as “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
WHAT does this look like to the Observer?
• Kinesthetic Approach to time
• Playing – individually, parts, as a section
• Sizzle parts
• Singing parts
• Air Band
• 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
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
• 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 & Responsiveness
WHAT does this look like to the Observer?
• Assign parts and seating on ability, acoustical considerations and behavior
• Modify parts for individuals and 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
COMPONENTS OF DOMAIN 4 – Professional Responsibilities

4a – 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
WHAT does this look like to the observer?
- Recordkeeping – Attendance at rehearsals & 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
WHAT does this look like to the observer?
- Public performances – concerts, festivals, contests, community events
- Parent Contact - Information Meetings, Music Booster Club, Curriculum Night Presentations
- Recruiting assistance for chaperoning, moving equipment, and volunteering for music events
- Family picnic-style lunch at all day rehearsal
- Progress Reports and Electronic communications for grades & general information
- Band Website, Email, Connect Ed, Tweets

4d – Participating in a 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
- 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, at a nursing home, Lions club or Chamber meeting

4e – Growing & Developing Professionally
WHAT does this look like to the observer?
- Membership in Professional Organizations
- Attending or presenting at workshops/conferences
- Continued coursework as a student or teaching – towards a degree or non-degreed
- Regular academic reading - professional journals, books, on-line articles
- Participation in webinars
- Connecting with social media
- Performing with a community ensemble

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
- 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