



Getting on the Same Page One Page at a Time

CLINICIAN:

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HENRY B. GONZALEZ CONVENTION CENTER

Getting on the Same Page

One Page at a Time

Instructional

✓ **Individual Fundamentals**

- Tone
 - Posture
 - Breathing
 - Embouchure
 - Concept
- Articulation
 - Tongue placement
 - Syllable
 - Strength
 - Release
- Technique
 - Hand position
 - Range
 - Facility
- Literacy
 - Note recognition
 - Rhythm
 - Terms
 - Sight reading

✓ **Ensemble Skills**

- Balance
 - Note to note
 - Person to person
 - Section to section
 - Compositional components

- Intonation
 - Horizontal
 - Vertical
- Uniformity of articulation and style
 - Note to note
 - Person to person
 - Section to section
- Precision
 - Tempo
 - Rhythm
 - Baton response

✓ **Musicianship**

- Phrasing
 - Breathing
 - Shape
 - Direction
 - Line
- Dynamic control
 - Volume
 - Tone
 - Balance
- Tempo Control
 - Pulse
 - Changes

Non Instructional

Assessment

How are you hearing every student in the program, beginner-12? There are many great templates for assessment tools in use, but don't feel like what has worked beautifully in another program is a guarantee for your program. Look at great concepts and see how they can be tailored to the size of your staff, your schedule (block, traditional, etc.), your staff's instrument specialties, lesson staff or no lesson staff, etc.

Your staff may also need assessment, especially if you are the head director inheriting a program and a staff. If you believe that you have staff members who may not be receptive to the goals you are implementing, then they also may not be receptive to evaluations of their classes. If this is the case, consider calling on respected, experienced, and objective members of our profession who are not tied to your school district to do a teacher-by-teacher evaluation of your program. Be sure your administrators are comfortable with this evaluation, then follow up with them once the evaluation is complete to gain their help in implementing what you learned.

Recruiting

Is there a unified idea of your recruiting goals? Do you want as many kids as possible in the beginner classes, or are you targeting kids with specific traits? Both are valid, but very different.

Are you putting your best recruiter in front of your target audience? This may or may not be the middle school head director. On this and all subjects, if you look at your staff as one unit with many strengths and don't limit them to the assignment stated on their contract, you might be amazed by the production you see.

Retention

Is the entire staff involved in keeping students in the program at every grade level? Are there concrete plans in place?

Classroom management

Do students encounter a consistent approach to classroom management and discipline from band to band and teacher to teacher?

Are consequences consistent and age appropriate?

Competition

Is there a unified philosophy as to the purpose and role of competition throughout the program and at each grade level?

Communication-

Does everyone on your staff have the same notion of what vertical alignment means?

Does this mean that you will see every director every day? Do you WANT to see every director every day?

How are curriculum goals shared? Written curriculum, in person meetings, class reviews for team leader? Combination of these?

HIGHLAND PARK ISD BAND DIRECTOR EVALUATION

This evaluation instrument is meant to serve as a resource to the director being observed, the HPISD Director of Instrumental Music, and the campus principal. It is not part of the director’s formal SDAS evaluation; however, the observations within may be used by all of the aforementioned parties to assist the director in any area where improvement is necessary. These evaluations are conducted by independent contractors hired by HPISD who are leaders in the instrumental music education field.

Director’s Name: Cindy Sobering, Lara Whitehouse, Corey Parks

Class Observed: 6th grade beginning woodwinds

Date of this Report: Dec. 4, 2012

EVALUATION KEY:

5= CLEARLY OUTSTANDING

4= EXCEEDS EXPECTATIONS

3= MEETS EXPECTATIONS

2= BELOW EXPECTATIONS

1= UNSATISFACTORY

NA = NOT APPLICABLE

Classroom Environment:

1. Students enter the room quietly and demonstrate awareness of the teacher’s expectations and beginning of class procedures:

5 4 3 2 1 NA

2. The teacher clearly defines the day’s objectives and begins class promptly:

5 4 3 2 1 NA

3. The students are attentive and engaged while the teacher speaks or demonstrates a skill:

5 4 3 2 1 NA

4. The teacher keeps the students actively involved in the learning process by asking strategic questions about the material being covered and about previously covered material:

5 4 3 2 1 NA

5. The teacher has established a healthy and positive rapport with the students:

5 4 3 2 1 NA

6. The students leave class with awareness of what they must have prepared for the next class:

5 4 3 2 1 NA

Additional Comments: I observed a full 6th grade woodwind full rehearsal, combining classes taught by Ms Sobering, Ms Whitehouse and Mr. Parks. Ms Sobering led the rehearsals as other assisted. All three instructors worked well together.

Fundamentals/Warm-up:

1. The warm-up covers grade-level appropriate skills necessary for success on the students' instrument:

5 4 3 2 1 NA

2. With the director's guidance, the students possess a clear understanding of why they are working on each fundamental skill and how the skills pertain to their performance:

5 4 3 2 1 NA

3. The teacher utilizes a metronome for the class, and chooses tempos appropriate for the grade-level of the class with whom he or she is working.

5 4 3 2 1 NA

4. The teacher actively monitors the students' execution of posture, breathing, hand position, embouchure, and other fundamental elements of playing:

5 4 3 2 1 NA

5. The teacher frequently gives specific feedback pertaining to tone production, including information about continued development of tone:

5 4 3 2 1 NA

6. All or the majority of the students on each instrument demonstrate the same embouchure formation, hand position, and posture. The teacher provides accurate and helpful feedback to students lacking in this area:

5 4 3 2 1 NA

7. All or the majority of the students demonstrate characteristic or properly developing tone qualities. The teacher provides accurate and helpful feedback to students lacking in this area:

5 4 3 2 1 NA

Additional Comments: Overall, these classes demonstrate good fundamentals. Tonal development is a little behind for the date.

Repertoire Rehearsal (or music from book or supplements for 5th/6th grade)

1. Teacher demonstrates a clear idea of what he/she would like to accomplish during the rehearsal:

5 4 3 2 1 NA

2. Teacher effectively helps the students transfer the concepts addressed in the fundamental/warm-up segment of rehearsal to the music:

5 4 3 2 1 NA

3. Teacher is prepared with strategies to help the students understand and accurately perform difficult passages in the music:

5 4 3 2 1 NA

4. Teacher utilizes time efficiently by maximizing time on task for the students:

5 4 3 2 1 NA

5. Students are on task and working independently while director isolates other sections:

5 4 3 2 1 NA

6. Noticeable improvement in the performance of the piece takes place by the end of the rehearsal:

5 4 3 2 1 NA

7. Repertoire is of an appropriate level of difficulty for the experience level and ability of the group:

5 4 3 2 1 NA

8. Warm-up/fundamental time addressed the skills necessary for successful execution of the elements presented in the repertoire:

5 4 3 2 1 NA

9. Director helps the students become aware of the relative importance of their part to the ensemble, and to whom they should listen/balance:

5 4 3 2 1 NA

Additional Comments: Be sure to define phrasing and have students mark their music. Avoid one bar phrases, especially in flutes. Work for more connection in touching notes.

Knowledge of Instrument Specific Pedagogy

1. Director finds appropriate opportunities to make students aware of tuning tendencies and corrections for their instrument:

5 4 3 2 1 NA

2. Director demonstrates understanding of embouchure and hand position of all instruments with which they work, and helps students to become aware of same:

5 4 3 2 1 NA

3. Director makes students aware of chromatic or alternate fingerings where appropriate:

5 4 3 2 1 NA

4. Director demonstrates understanding of instrument specific articulation techniques and helps students to gain awareness of same:

5 4 3 2 1 NA

5. Director is able to accurately identify instrument specific issues during the course of rehearsal and provide accurate feedback to the students involved:

5 4 3 2 1 NA

6. Director seems to be equally comfortable addressing pedagogical issues in the brass, woodwind, and percussion areas:

5 4 3 2 1 NA

Additional Comments: Check saxophone neck straps.

SUMMATIVE REVIEW OF TEACHER/CLASS OBSERVED

All three instructors have strong woodwind pedagogy. Rehearsal atmosphere is exceptional - both positive and demanding.

NAME OF EVALUATOR: Brian Merrill

SIGNATURE OF EVALUATOR

A handwritten signature in black ink that reads "Brian Merrill". The signature is written in a cursive style and is placed on a light gray rectangular background.

DATE: Dec. 11, 2012