

What would you like your administrator to know and understand about evaluating music teachers in the state of Michigan?

	Response Count
	89
answered question	89
skipped question	0

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1	That the purpose of music class is to teach the total child. Through aural, kinesthetic, visual and linguistic lessons that help program the brain for learning.	Feb 23, 2015 8:11 AM
2	*Evaluations should center on the music curriculum. *Considerations should be given to the amount of instructional time, number of students in the classroom, number of special needs students in the classroom, and staffing to support special needs students. *Depth of Knowledge activities beyond level 3 may be difficult due to instructional time and may be feasible only once or twice a year. *Evaluations should be based on student growth. *When a large part of the year, or the entire class is performance based, the growth of the group should be considered. For example, a growth goal may be concert centered. The success of the group as a whole can be considered. An absent student should not reflect on the teacher's ability to help the entire ensemble grow and perform to the best of their ability. *Students should have opportunities to create, perform and respond to performances but in one lesson, this may not be possible. *Classroom management skills should be included in the evaluation. *Teacher contributions to the school and district may be considered or collaboration with other arts and core teachers. However, music should be the focus of leaning in the music classroom.	Feb 20, 2015 1:52 PM
3	Music is subjective. Data points don't come close to understanding the transformative power of music. When assessed on student growth, we as music teachers end up making pre/post tests that aren't useful or valid to the ultimate goal of music making. There is no way to measure the emotional, spiritual, mental growth that musicians experience on a daily basis. We need to find ways to assess music teachers in different ways that growth data. I agree there needs to be evaluation how effectively a music teacher runs a class, and things like behavior/time management, organization, student engagement, should all factor into evaluations, but music teachers should not be evaluated on what percentage a student improves on an arbitrary test that doesn't serve the greater purpose of music.	Feb 19, 2015 12:21 PM
4	That Choir Festival should not be the final evaluation for the work that a teacher does in the classroom.	Feb 19, 2015 9:53 AM
5	That I follow a well articulated curriculum and my assessment needs to be related to that.	Feb 18, 2015 4:09 PM
6	That we are NOT for fun. We are serious and we teach so much to help other subjects.	Feb 18, 2015 3:39 PM
7	That music is an art, and that teachers of music deal with more than facts.	Feb 18, 2015 3:07 PM
8	Administrators need to know what skills, techniques and repertoire are necessary/appropriate for students at the middle and high school levels.	Feb 18, 2015 10:52 AM
9	Because we are a performance based class, we show growth on a regular basis via concert cycles. I.E. We start with a piece of music the students don't know and take them through to a place of knowing. I believe this should be shown by a narrative from the music teacher, along with possible recordings (such as one the first day of a new song, and one on the concert day). I believe we SHOULD be able to use class participation (I call it "rehearsal focus") to grade our	Feb 18, 2015 10:50 AM

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	students as they have to participate fully every day in order to learn the music as a group. I understand individual assessment, but remember we sometimes have 100 students in our choir, and it takes a lot of creativity to asses each student individually. Also, we function as a GROUP for festivals, concerts, etc. We should also be allowed to grade the group.	
10	I would like them to know that the things we do and the ways we do them are sometimes different than our classroom teacher counterparts. We have reasons for what we teach and the way that we teac. We'd love an opportunity to share our philosophy and pedagogy.	Feb 18, 2015 9:51 AM
11	You cannot simply evaluate the music teacher based on one performance.	Feb 18, 2015 8:42 AM
12	Evaluation should not be heavily linked to student achievement. Student achievement is a multi-faceted challenge. Good teachers are important for student success, but there is a tendency today to place accountability for student learning on the shoulders of teachers. Ongoing professional development should be linked to teacher evaluation.	Feb 18, 2015 8:15 AM
13	That we have curricular content and although we do prepare students for programs, that is only one tiny part of the curriculum.	Feb 18, 2015 7:53 AM
14	I would like them to know how many skills it takes to be a good, let alone an excellent music teacher. I would like for them to consider the time, effort, and resources necessary to do this job.	Feb 18, 2015 1:05 AM
15	That evaluating music teachers presents many challenges not found in other disciplines. 1. Often the administrator does not understand the skills involved in teaching music. 2. Students have various musical experiences outside of the classroom that impact their achievement. Private lessons etc. 3. The music teacher teacher must develop begin with the development of social skills or the choir will not be able work together for the good of the ensemble. 4. Each individual student must progress on their individual journey, while working together with the group.	Feb 17, 2015 9:47 PM
16	That there are no clear teacher expectations given to the teachers upon which they would be evaluated.	Feb 17, 2015 5:04 PM
17	A true music educator can not be defined by the same standards utilized to evaluate other disciplines precisely because music is an interdisciplinary art that utilizes math and logic (sight reading), language and reading (performance of choral or program literature), science (embouchure formation and acoustics of sound), and history (compositional style and form). A true music educator can not be scored according to the results obtained in math, reading, social studies, or science scores on a standardized test. A few years in a high school music program does not qualify anyone to evaluate the true effectiveness of a music educator. Unlike other disciplines, it should be remembered that students in an ENSEMBLE course are being developed to be part of and blend in with the ensemble. While their individual musicianship is certainly at the forefront of a music educator's mind, it is the ensemble's overall health that affects EVERYONE, and therefore a majority of the classroom time must be spent in forming ENSEMBLE technique. Furthermore, music can best be understood and	Feb 17, 2015 2:31 PM

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assessed from an AUDITORY perspective. This necessitates a panel approach to evaluation as the human ear and auditory perception differs as widely as personality and social setting. Yes, it is important that the music educator perform the essential functions of the profession such as record keeping, parental contact, committee work, community involvement, etc. and thus a portion of a music educator's evaluation should certainly include those elements. (How can we teach respect for the ensemble without being an integral member of the school ensemble ourselves?) However, having a panel of evaluators assess the music educator's effectiveness in terms of programming, development of technique, etc. would be the best means of approaching a true understanding of the needs and contributions of that educator. This can best be done by visits at the beginning and end of the year, as well as at select moments during the academic year (major performances, etc.)

18	They should have a basic understanding of musical pedagogy, and some reference for what a good rehearsal/class looks like.	Feb 17, 2015 2:17 PM
19	http://smte.us/wp-content/uploads/2011/11/NAfME-Teacher-Evaluation-Position-Statement.pdf	Feb 17, 2015 2:01 PM
20	That festival is not a valid evaluation tool. Neither is a concert.	Feb 17, 2015 12:26 PM
21	I'd like them to know a little bit about the subject matter and its importance to the overall health and well-being of our students and their minds.	Feb 17, 2015 11:02 AM
22	The best means of teacher evaluation is direct observation of what goes on in the classroom for a minimum of three sessions.	Feb 17, 2015 10:44 AM
23	That ratings received at our MSVMA Festivals are not a good indicator of teacher effectiveness when used alone. Going to Festival itself is a good indicator (if the school is a member), but important that administrators understand that the rating does not show the improvement of the students from Sept on, which is much more important. Thank you for asking!	Feb 17, 2015 10:27 AM
24	I would like them to value music as an intrinsic part of every child's education both as a cross-curricular aid to the academics and as an aesthetic art that builds character, discipline, self-confidence, and beauty.	Feb 17, 2015 10:03 AM
25	#1 That music teaches things that cannot be measured by a multiple choice test #2 That my performance should not be tied to the student performance of a standardized test, especially if that test does not include my subject area on it. (eg. I am being evaluated on how well my students score on the math portion of the test)	Feb 17, 2015 9:49 AM
26	dfasdf	Feb 17, 2015 8:45 AM
27	Evaluation should be based on both the process of making music, as well as the product that is created at the end of a project. This can be in the form of a composition, improvisation, performance, presentation, etc..	Feb 17, 2015 8:45 AM
28	Fully realize that teachers will not be able to fully conform to the new rubric. With 72 items, it is impossible to address them all. Also, realize that because of	Feb 17, 2015 8:43 AM

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this, they should be kind and caring in their comments lest we lose good teachers because they feel they will never be able to live up to the rubric.

29	It is impossible to evaluate music teachers the same way as other subject areas, because all students have been through different music programs before arriving in our classroom.	Feb 17, 2015 8:39 AM
30	Festivals are not always the most accurate representation of our skill as a teacher, just like test are not always the most accurate representation of other teachers skills. Please visit our rooms! We want to have you around. Please come to our concerts! We teach so much more than just music, and we need you to see that in practice. We really are very similar to a project based learning class.	Feb 17, 2015 8:38 AM
31	When administrators have no personal experience from participating in band, orchestra, choir, etc., they tend to evaluate the teacher based on left brained objective areas that one would routinely see in the core academic areas. While music indeed deals with these elements, the right brained aesthetic, expressive elements are not something these administrators know about or understand. It's frustrating when this occurs.	Feb 17, 2015 8:35 AM
32	That the amount of testing and scores is a smaller part of our classes than the actual performing and doing of music.	Feb 17, 2015 8:28 AM
33	Growth in a music classroom is not black and white.	Feb 17, 2015 8:21 AM
34	It can't be done in the same way that they evaluate core teachers.	Feb 17, 2015 8:12 AM
35	That music is a team activity and we don't always function like a core classroom does. It would be nice if they knew something about music or the music curriculum/standards.	Feb 17, 2015 8:09 AM
36	What our benchmarks and standards are/mean.	Feb 17, 2015 7:56 AM
37	That our method of delivery at the secondary level is largely based on performance, not daily lessons. Our work is about rehearsal techniques that get our students to play or sing with better understanding and technique, not paper and pencil assessments.	Feb 17, 2015 7:24 AM
38	The success of the children's performances should be a major part of the evaluation process.	Feb 16, 2015 10:41 PM
39	We teach joy! You can't put that on a rubric or metric. While there are areas in music that have definitive outcomes...many areas do not.	Feb 16, 2015 10:12 PM
40	Be able to appreciate how the content area in a music drives the lesson planning and decision-making, and ask for assistance and help (perhaps from a retired music teacher) in evaluating to be sure the full scope of teaching is properly examined. Thank you!	Feb 16, 2015 7:13 PM
41	Understanding that gathering and tracking growth data for 700 students is much more complicated than a single class of 25-30. Understanding that administrators should put public performance expectations in writing when their	Feb 16, 2015 5:48 PM

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deisire for public relations (which isn't specified in evaluations) interferes with curriculum teaching which is a growth data point that consists of the largest % of the evaluation. That consistently losing the same day of the week for professional development and vacation days interferes with all of the above...before we have snow days.

42 Choir, Band, Orchestra is a collaborative art. Individualized scores shouldn't be the only consideration in student achievement. Feb 16, 2015 5:21 PM

43 that in addition to "audience pleasing performances" (which I do believe is important), music is a legitimate course of study that should include listening, reading notation (both melodic and rhythmic), understanding how instruments (including the voice) produce sounds and, that creative composition includes both a knowledge of form and style. Feb 16, 2015 4:39 PM

44 As many administrators do not have a musical background, I would like them to be able come into my class and see the ways the classes are engaged in music learning. A performance should not be used (or at least not the only criteria) as an evaluation tool. Feb 16, 2015 4:36 PM

45 1. What does the teacher bring to the classroom: personal skill and talent combined with interaction/rapport with students in a professional manner/personal manner combined with techniques of teaching music standards = outcomes that will last a life time. Some teachers are highly skilled and talented in singing or playing but may not have the interpersonal skills to reach ALL students. When evaluating teachers, the evaluator has to observe how ALL students are regarded in the lesson. Large class sizes are a challenge for the teachers to evaluate students formatively especially if the class meets once a week. The three evaluators that have observed me have been able to see the whole picture - teacher skills used in the whole lesson plan while seeing the interaction between the teacher and students. The bottom line is each student is given tools to be successful in music making now and for the rest of their lives, passing it on to the next generation. Feb 16, 2015 4:20 PM

46 The evaluator should have ample knowledge of music and an ability to recognize high student achievement and teacher performance that can lead to high achievement. Feb 16, 2015 3:55 PM

47 I teach 35 different classes and 800 students per week. Classes are 45 minutes long and there is no time between classes. The work/stress load is overwhelming and trying to assess the students is an extremely difficult proposition, but yearly progress is part of the teacher evaluation. Feb 11, 2015 9:40 AM

48 I would like my administrator to look at the depth of curriculum presented to students across the years. Students receive a well planned spiraling curriculum that integrates musical resources and cross-curricular resources. I would like my administrator to evaluate my program outcomes based on my program and not based on others' programs and try to adapt their approaches to mine. I would like my administrator to take into account the number of contact minutes I am given per student per quarter and rate my evaluation on that rather on other data collections. I would also like my administrator to visit my classroom on a more regular basis and observe what is going on and ask the students what they are Feb 10, 2015 4:23 PM

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learning.

49	Teaching music is more than just about holiday performances. Each class period is important. Sometimes, it seems that our subject matter is viewed as "less important" in comparison to the "core" subjects. For example, I have different students being pulled from music class each quarter for "extended learning." How can I be effective if I only see my students for twenty-seven weeks out of the thirty-six weeks of the school year? How can I be effective the following year when those students do not have the knowledge and skills to begin the next grade level?	Feb 8, 2015 9:08 PM
50	It is unlike a general education classroom and can not be viewed in the same way. Music classes often have much larger class sizes. Teachers often teach for an entire class period with little to no independent work time for students. This means that student-teacher interaction is constant. When a teacher is absent, it is often impossible for a substitute to teach a lesson that the music teacher would teach. Preparation for a music lesson includes specific skills that many people do not have, including playing an instrument, reading music, studying a score and conducting.	Feb 8, 2015 6:53 AM
51	Administrators need to be familiar with the music curriculum being used in their schools. They also need to so a desire to understand what the music teacher is presenting and how. This can only happen if the administrator creates a dialogue with their music teachers in order to get an in depth understanding of the dynamics of the music classroom. They also need to understand how music supports learning in all areas through development of the brain. Music fosters learning in all areas and supports student's critical thinking skills in the broadest sense.	Feb 7, 2015 9:19 AM
52	I would like them to be familiar with the content standards Michigan has put forth instead of trying to make up standards that conflict with our state and national objectives.	Feb 6, 2015 1:53 PM
53	The standards and benchmarks for music education. The challenge in assessing content.	Feb 6, 2015 12:12 PM
54	Our skills in music class are often cumulative. We're not working on one single goal for an entire lesson. Our lessons usually have many mini goals that are taught in a variety of ways over many, many lessons. A music classroom is active and loud and may sometimes seem disorganized. Please don't think that learning isn't taking place if children are having "too much fun." A music classroom looks very different from a regular classroom. Assessments should be authentic and should be primarily performance based. Don't force teachers to collect data on paper when how we teach and students learn is by doing. Video and audio assessments should be considered just as valid as a paper and pencil test.	Feb 6, 2015 7:56 AM
55	You don't have enough space here. That the evaluating system isn't ONE SIZE fits all. What we do and what classroom teachers do are not the same.	Feb 5, 2015 6:45 PM
56	It is important to take the time to learn enough about the content area to make a valid evaluation. Even if you have no background in the arts, we appreciate the	Feb 5, 2015 5:32 PM

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support you show through familiarizing yourself with at least a few aspects of what we do on a daily basis (or simply taking time to listen). Music education today is more rigorous and complex than you might assume.

57	There is SO much more going on in my classroom that what is seen on the surface. Besides singing, playing instruments, and playing music games, I am teaching to individual differences, constantly assessing and adjusting my lessons to respond to student needs, and following researched-based practices on how students learn music. The songs/chants/patterns/etc. that I select are all based on a large body of knowledge that I have acquired through my training and professional development activities and are selected based on what each student/class needs. Though I know it is very difficult without background in music education, I wish you could use specific feedback about music learning more in my evaluations, instead of focusing on classroom management or whether my students appear to be having fun.	Feb 5, 2015 2:25 PM
58	What we do (standards based core curriculum). Why we do it (cognitive, affective, psycho-social holistic development of all children). How we do it (through active engagement in music making experiences with singing, playing instruments, moving, listening, creating and composing). How we measure success (knowledge based assessments that measure conceptual understanding and performance based assessments that measure skill development).	Feb 5, 2015 1:38 PM
59	A performance class does not fit into the Marzano box very well. Whatever you remember about your time in a general music class room probably has very little to do with what you should expect now.	Feb 5, 2015 11:11 AM
60	Growth is not always demonstrated in paper pencil tests. Musical concepts, standards and benchmarks are often taught through rehearsal and movement activities. It isn't all for fun. Fun is the bonus!	Feb 5, 2015 6:44 AM
61	That they can't evaluate music using common core as our curriculum....need a nationally accredited evaluation model, and they need to apply it specifically to our situation as music educators.	Feb 4, 2015 5:28 PM
62	That it is unique. It would most closely be related to P.E. and Art, but, like those subjects, is unique and teachers of those areas should not be asked to "jump through hoops" just to meet some state standard for regular classroom teachers that doesn't apply. I am fortunate to teach in a district that understands this but others are not so lucky.	Feb 4, 2015 4:19 PM
63	Music teachers should not have the same type of evaluation as classroom teachers as we see the students so much less frequently (at the elementary level).	Feb 4, 2015 3:53 PM
64	I would like my administrator to know and understand that music is a performance based class. This means that much of what we do in the classroom is performing, whether it is learning new music, creating new pieces or learning about musical concepts through music. It is usually not a class of worksheets and writing assignments. My students show what they know by singing, moving, and playing, not just by circling A, B, or C. A written test is not the most authentic	Feb 4, 2015 2:49 PM

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way to show student learning in the music classroom. Yes, it can demonstrate student knowledge, but the bulk of what is done every day in music is cannot be shown on a multiple choice or fill in the blank test. In early elementary school, students spend much of their time enactively learning. By this I mean they are simply experiencing music through singing, moving, and playing but they might not know the theory behind it yet. They still confuse high and low, short and long, loud and soft, fast and slow. Children need a variety of experiences simply listening to, singing, or playing music before all the technical labels can be applied. I have trouble figuring out ways to demonstrate the students are learning, yet when I ask them to show me their movements to a listening selection, they can all (mostly) show me, or they can sing all the songs we've learned. They just might not be ready to show me by themselves. Another thing administrators need to be aware of is the large numbers of students the music teacher sees, and the record keeping that goes along with it. I personally have well over 700 students that I see once per week. I do the very best I can with them, but listening to them individually is extremely time consuming. In my opinion, music making is a group experience, so it would be out of the ordinary to listen to every single kid individually each week. Sometimes I get a class that is reluctant to sing, or has trouble focusing because I see them at the end of the day on Fridays. This is the only time I have with them, so it may not be the best reflection of what they can or can't do. Sometimes scheduling is a problem that is out of my control. I simply do the best I can with them in the time I'm given. I also don't have much prep time, even though it seems like I have more than other teachers. An extra 5 minutes at lunch, or a 10 minute break between two classes is not prep. That is time to get the classroom back in order and maybe visit the bathroom. I need real blocks of time to get planning done. Don't take prep time and break it all into tiny blocks because that is what is best for the classroom teacher. The last thing I want my administrators to know is that when you ask me to come up with data for my students, it probably won't look the same as everyone else's data. I can't rely on a standardized test, because music isn't a standardized test. Stop trying to lump me in with standardized test scores because that is what you need to show student growth. Students grow in other ways too. I could record students singing or playing the first day I present them with new music, then record them again in a few weeks when the pieces have been learned. This would show plenty of student growth, but it is not the type of data that the school wants. I can't put this into a data program, but I don't think anyone could deny that the children have learned. Music is a class that allows children to learn in different ways, through singing, moving, creating, and playing. See the joy on my students' faces as they finally play a drumming piece and execute a perfect stop, or the laughter and giggles when we sing "Apples and Bananas" in kindergarten. See the teamwork and cooperation students experience when they learn a new dance or their animated faces as we perform actions along. Watch them argue then reach an agreement when they are creating a new piece of music, or see the pride when a student conducts his or her classmates. These are the reasons music should be taught in schools, but I just don't know how to measure them.

65 We have very limited time with our students. Our lessons are not formatted the same way a classroom teacher's lessons are formatted. Also, collecting assessment data on young students is not educationally sound--young students PreK-1) are not developmentally ready to be assessed and graded on their musical skills. I would love to write more, but I don't have prep time today.

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66	Music teachers plan and deliver instruction which leads to the musical growth of the students--concepts, skills, and attitudes.	Feb 4, 2015 1:59 PM
67	Music is an important subject because students learn music AND team-building/social skills that are so vital to success in the future. We have goals, objectives and standards for our students, but we also have limited time with them, so extensive, formal evaluations/testing (paper/pencil and performance-based) can be impractical. Formative, informal assessment is more practical, and performance-based assessments are much more doable than multiple paper/pencil tests.	Feb 4, 2015 1:06 PM
68	We have time honored, researched based instructional methods for our field. Asking us to use models that work in other areas probably won't translate into the same results in music as it does in other academic fields. For example, it is difficult to have all of our students practice a skill in their own way at the same time, because it is too noisy. In addition, our standards and benchmarks are written for many different types of programs. For example, in elementary music, the new standards are written with the assumption that students are in music class 3 days a week, when many teachers only see their students once a week. We believe music should be about "doing," not "talking about." Also, if administrators want product oriented results (concerts, contests, etc), then they can't expect our classrooms to be solely be "process" oriented environments. With limited time, "doing" is important.	Feb 4, 2015 12:54 PM
69	That music concepts and especially skills take longer to grasp in elementary school due to once or twice a week classes. This is why an administrator might see lessons revisited throughout the year.	Feb 4, 2015 12:34 PM
70	I'd like all administrators to understand that music assessment -- particularly elementary general music assessment -- is most useful when it's observational, rather than traditional paper and pencil. For example, there is no paper and pencil method that I can use to assess performing a steady beat. I can apply a rubric -- rarely keeps a steady beat, sometimes keeps a steady beat, etc. -- but the assessment still comes down to me observing a student. The assessment of performance benchmarks looks very different than our classroom colleagues' assessments, but those performance benchmarks are key to driving our curriculum. We can manufacture assessments that mimic traditional classroom assessments, but in many benchmarks, these assessments do not really provide valuable feedback to either teacher or student.	Feb 4, 2015 12:22 PM
71	A lot of the key phrases in the effective and highly effective categories do not apply to music as easily as in a classroom where teachers are working with students on a daily basis for many hours. I want them to understand that a conversation has to take place before evaluations about what the principal should expect to see in an effective and highly effective music classroom. This needs to be clearly communicated to the music teacher so that it is attainable.	Feb 4, 2015 12:18 PM
72	Assessment is authentic and "in the moment".	Feb 4, 2015 11:40 AM
73	that music, and music groups, should be evaluated differently than individual classrooms.	Feb 4, 2015 10:42 AM

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74	Gathering "data" to show student growth isn't the same process as used in core subjects.	Feb 4, 2015 10:37 AM
75	How complex it is to really break down music in order for our youngest learners to learn, and how much credit the older kids deserve when they get it!	Feb 4, 2015 10:29 AM
76	1. Music is its own subject with its own vocabulary, skills and concepts that need to be taught, experienced, explored, practiced, and given time for creativity. It is the right of the child to be educated, and education in the arts is as important as the ability to read and do math. Music teachers should not be evaluated on teaching reading or math in their classes. 2. Music is more than prep time for the homeroom teacher, and much more than supervised play or a break from academics for the children. 3. Evaluation should be about authentic assessment in the classroom, not necessarily paper/pencil tests, the spring program, or if kids stay in their seats. Evaluation should involve conversations with the music teacher as to what he/she is trying to accomplish, as well as explanations of the strategies the teacher utilizes to accomplish these goals. Evaluation should respect the goals of the educator (particularly if the administrator is not that familiar with music), and be used as a tool to help the teacher form goals that meet the subject and the school community, as well as help to achieve effective strategies in the music class. 4. Evaluation also should take into consideration the amount of time the music teacher sees the children a week/semester/year as to their possible accomplishments. And, evaluation should take into consideration the space and numbers of students in a class, as well as seen in a day.	Feb 4, 2015 10:17 AM
77	That music teachers need to be evaluated on music things, not math/English/science/social studies...just like these teachers wouldn't be expected to be evaluated on music things!	Feb 4, 2015 9:52 AM
78	Different criterion and expectations need to be placed upon music teachers so the creative dominion is not suppressed in order to meet standards appropriate for academic studies. The large number of students seen by elementary music teachers along with the limited amount of time each student is seen by the teacher create a different dimension when it comes to evaluating the students.	Feb 4, 2015 9:32 AM
79	Music is unlike any other subject. You have to be creative while still trying to get the content in. We are not just here to put on "shows". There is material we are teaching and benchmarks we are trying to hit just like every other teacher. If you don't understand what we are doing, please ask us. Don't just assume all we do is play games. Those "games" have a purpose.	Feb 4, 2015 9:30 AM
80	test	Feb 4, 2015 9:08 AM
81	It is not like other subjects which can be measured with numbers and percentages. There are more things music students need to know than are listed in the national standards (rhythm, movement)	Feb 4, 2015 9:08 AM
82	In elementary music, the lesson period they observe isn't really one single lesson, but is a continuation of multiple lessons with multiple targets and goals for multiple skills that are currently at multiple levels of learning (some introductory, some with-teacher-help, and some for students on their own).	Feb 4, 2015 9:07 AM

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83	That the learning and growth in the music classroom is about the process not the final "score" or product.	Feb 4, 2015 8:59 AM
84	I would like them to understand that more is going on in my classroom than good classroom management. Actual instruction is taking place and what it looks like.	Feb 4, 2015 8:53 AM
85	My curriculum is 'spiral'. This means I am not doing one unit or project at a time, but instead am focusing on many standards and areas in each class period. It may not look as 'clean' as other subject areas. Please recognize and appreciate that this is good music education. Also, the role of a music educator expands beyond the classroom in a way unlike most other teaching positions. Putting on performances takes a tremendous amount of effort preparing the students, collaborating with parents, teachers, and admin., and does not 'just happen.' It takes day to day hard work and expertise with the students. This is a level of pressure and joy due to hundreds of people watching how you have done in the classroom. Music teachers can play a significant role in how the community views the school by their quality work (some say they're next to the football coaches because of the visibility). Please value this. Good music instruction is inherently Active. It is not, and should not be, a paper and pencil type of class. Can we do assessments such as pre-test and post-tests? Yes, to an extent. However, please value the active and social/emotional/physical connections present in good music instruction and do not expect them to fit the mold of the general education classroom. I used to teach English, and that looked (and should look) quite different than teaching Music does. Do not expect multiple assessments / evidence for each grade level, or even one for each grade level (elementary), or you will lose the value of active music making in the classroom, which is GOOD MUSIC EDUCATION. There are model assessments coming out for grades K-8 for music teachers to use as a guide and those will likely be helpful.	Feb 4, 2015 8:42 AM
86	We have different logistics that must be considered when being evaluated. We usually are seeing multiple classes daily either K-8 or K-5 for some. Every class is different & not every grade is doing the same lesson. In addition scheduling effects creating a long lasting classroom culture & programming. For example by being on a 9 week quarterly schedule, it can be challenging when asked to incorporate more group projects & you have a lot content needed to covered over a short period of time. Especially 8th graders who you're preparing for high school. So when asked to do programming & others things I'm evaluated on it's important to 1st consider & ask what the music teacher needs to provide that rather than making those decisions without any input.	Feb 4, 2015 8:30 AM
87	Music, Art, PE, and other specials teachers are highly qualified and certified teachers but are very different from general education teachers and need to be evaluated accordingly.	Feb 4, 2015 8:29 AM
88	Yes, however, I do not believe that this is a priority for administrators (at least in our district) and am very skeptical about them paying to attend a conference specifically for that topic.	Feb 4, 2015 8:24 AM
89	How music supports core curriculum learning and outcomes.	Feb 4, 2015 8:09 AM