



Navigating Michigan's New Teacher Evaluation System: Three Music Teachers' Stories

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Issues...

- Excellent
- Very good
- Good
- Average
- Poor

Issues...

- ❖ Teacher Evaluation (TE) Process



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 - * consistent across settings?



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 - ❖ consistent across settings?
 - ❖ valid?
 - ❖ who does the evaluations?
 - ❖ how many and what type?
 - ❖ what's included? (test scores from other subjects?)



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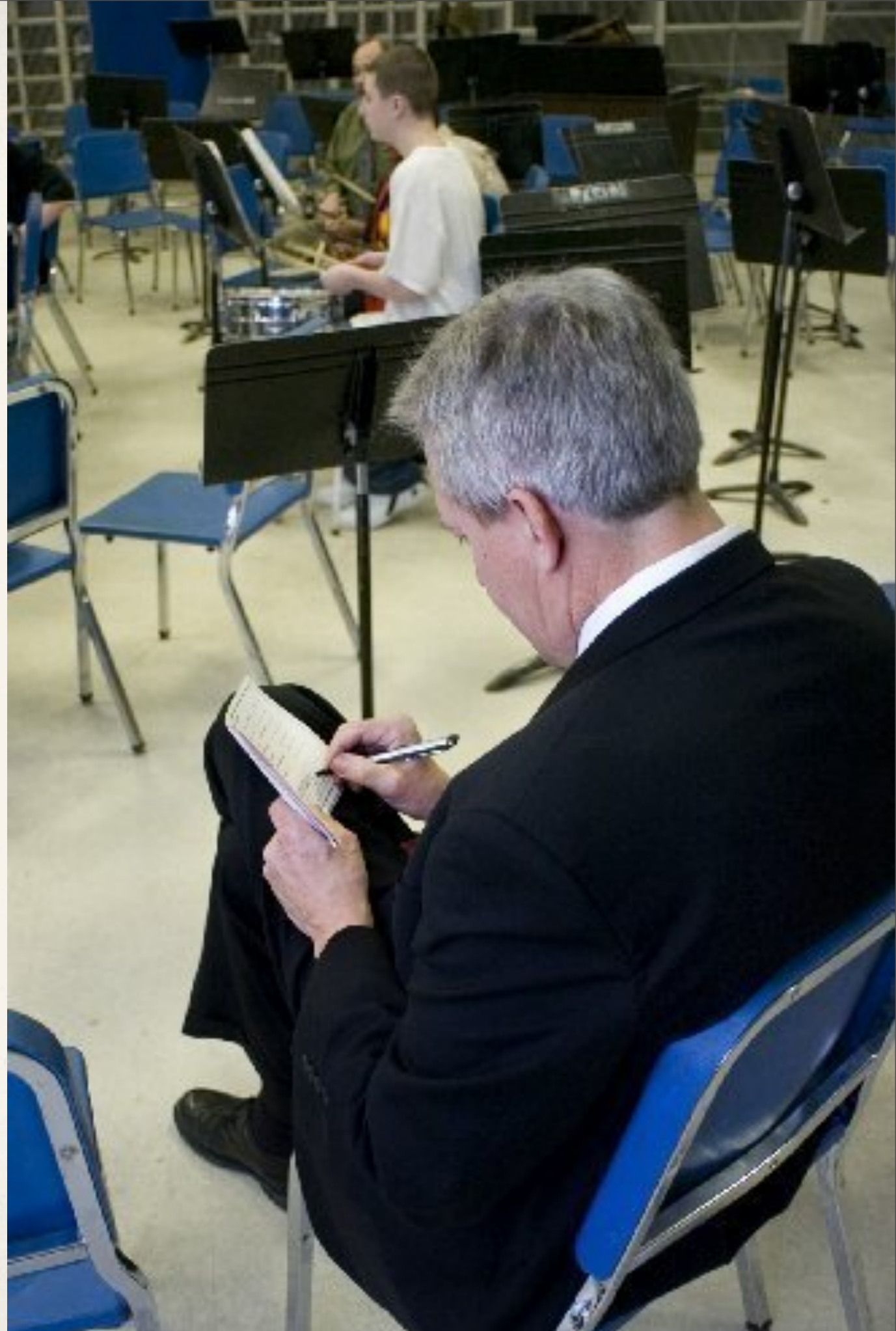
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6. What advice would you have for new music teachers entering the profession?

Closing Thoughts...



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- ❖ Short game vs. Long game



Closing Thoughts...

- ❖ Short game vs. Long game
- ❖ NAFME recommends that observations be conducted by school personnel with “adequate knowledge of music instruction and evaluation practices.” Is this the case in your setting?



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- ❖ If we are strategic, we can design our individual TE processes to support the sorts of student learning outcomes (creativity, collaboration, critical thinking and communication skills--AKA, "21st Century Skills") that will create the kinds of music programs we want for our schools, our communities and our students.



For More Info. . .

- ❖ To download the slides from today's presentation, to see the evaluation rubrics from each of the panelists' home school districts, or to download sample goal statements from our panelists, please click to:
- ❖ [http://
mitchellrobinson.jimdo.com/](http://mitchellrobinson.jimdo.com/)

