



West Virginia Society for General Music

**General Music Teacher of the Year**

**SCORING RUBRIC**

Requirements for Eligibility

<b>Requirement</b>	<b>YES</b>	<b>NO</b>
Current NAFME and WVMEA Member		
3+ Years of full-time teaching experience		
Teaches General Music in West Virginia		
Minimum Score of 65		

Section 1: 20 Points

<b>Element</b>	<b>Yes (2 points)</b>	<b>No (0 Points)</b>	<b>Total</b>
10-20 years of experience full-time teaching			
20+ years of experience full-time teaching			
Has a master's degree			
Has a Ph.D., Ed.D. or DMA in music or music education			
Has National Board Certification			
Is certified in Orff			
Is certified in Dalcroze			
Is certified in Gordon Music Learning Theory			
Is certified in World Music Drumming			
Additional certifications in education or music			
<b>TOTAL →</b>			



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Section 2: 20 Points

Select the Number of Points	ELEMENT→	1. Explain the characteristics of an exemplary music teacher. How have you demonstrated these characteristics?
	5 Points	Applicant fully addresses the element. Applicant explains the characteristics of an exemplary music teacher, citing specific examples. Applicant provides detailed support that demonstrates those characteristics.
	4 Points	Applicant mostly addresses the element. Applicant explains the characteristics of an exemplary music teacher, citing specific examples. Applicant fails to provide detailed support that demonstrates those characteristics.
	3 Points	Applicant partially addresses the element. Applicant explains the characteristics of an exemplary music teacher, but fails to cite specific examples. Applicant fails to provide detailed support that demonstrates those characteristics.
	2 Points	Applicant barely addresses the element. Applicant fails to explain the characteristics of an exemplary music teacher and fails to cite specific examples. Applicant may have only provided a list of the characteristics of an exemplary music teacher.
	1 Point	Applicant attempts to address the element, but fails in communicating an answer.
	0 Point	Applicant does not attempt to address the element.

Select the Number of Points	ELEMENT→	2. Assessment is a major concern among music educators. What assessment methods do you employ in the general music classroom?
	5 Points	Applicant fully addresses the element. Applicant explains the use of assessment in the general music classroom. Assessments include: formative, summative, and performance-based approaches. Applicant provides an example of each type of assessment.
	4 Points	Applicant mostly addresses the element. Applicant explains the use of assessment in the general music classroom. Assessments include: formative, summative, and performance-based approaches. Applicant fails to provide an example of each type of assessment.
	3 Points	Applicant partially addresses the element. Applicant explains the use of assessment in the general music classroom. Applicant includes only one of the following: formative, summative, and performance-based approaches. Applicant fails to provide an example of each type of assessment.
	2 Points	Applicant partially addresses the element. Applicant explains the use of assessment in the general music classroom. Applicant does not include any of the following: formative, summative, and performance-based approaches. Applicant fails to provide an example of each type of assessment.
	1 Point	Applicant attempts to address the element, but fails in communicating an answer.
	0 Point	Applicant does not attempt to address the element.



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Section 2 (continued)

Select the Number of Points	ELEMENT→	<b>3. In general music class, there are students with varying abilities ranging from gifted to physical, mental, or emotional challenges. How does your teaching meet the needs of diverse learners in your classroom?</b>
	<b>5 Points</b>	Applicant fully addresses the element. Applicant fully EXPLAINS how her/his teaching meets the needs of diverse learners. Applicant supplies specific examples that support her/his claims.
	<b>4 Points</b>	Applicant mostly addresses the element. Applicant STATES how her/his teaching meets the needs of diverse learners, but lacks a detailed explanation. Applicant supplies specific examples that support her/his claims.
	<b>3 Points</b>	Applicant partially addresses the element. Applicant STATES how her/his teaching meets the needs of diverse learners, but lacks a detailed explanation. Applicant does not supply specific examples that support her/his claims.
	<b>2 Points</b>	Applicant barely addresses the element. Applicant may have only provided a list of things she/he does to meet the needs of diverse learners.
	<b>1 Point</b>	Applicant attempts to address the element, but fails in communicating an answer.
	<b>0 Point</b>	Applicant does not attempt to address the element.

Select the Number of Points	ELEMENT→	<b>4. How do you incorporate 21<sup>st</sup> Century Skills and instructional strategies in the general music classroom?</b>
	<b>5 Points</b>	Applicant fully addresses the element. Applicant fully explains how she/he incorporates 21 <sup>st</sup> Century Skills AND instructional strategies in the general music classroom. Applicant cites specific examples of 21 <sup>st</sup> Century Skills AND instructional strategies.
	<b>4 Points</b>	Applicant mostly addresses the element. Applicant explains how she/he incorporates 21 <sup>st</sup> Century Skills and instructional strategies in the general music classroom. Applicant cites specific examples of either 21 <sup>st</sup> Century Skills OR instructional strategies.
	<b>3 Points</b>	Applicant partially addresses the element. Applicant explains how she/he incorporates 21 <sup>st</sup> Century Skills OR instructional strategies in the general music classroom. Applicant cites specific examples of either 21 <sup>st</sup> Century Skills OR instructional strategies.
	<b>2 Points</b>	Applicant barely addresses the element. Applicant may have only provided a list of things she/he does to incorporate 21 <sup>st</sup> Century Skills and/or instructional strategies in the general music classroom.
	<b>1 Point</b>	Applicant attempts to address the element, but fails in communicating an answer.
	<b>0 Point</b>	Applicant does not attempt to address the element.



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**Section 3: 50 Points**

I. Attached Supporting Lesson Plan: 10 Points Possible

Element	Yes (2 points)	No (0 Points)	Total
Attached in Online Application			
Includes current W.V. Content Standard Objectives			
Includes Goals			
Includes Materials			
Includes Assessment			
TOTAL →			

II. Video of Lesson: 30 Points

Element	Distinguished (3 points)	Accomplished (2 Point)	Emerging (1 Point)	Novice (0 Points)	Total
Video is 12-15 minutes in length					
Lesson is well-paced					
Employs a variety of teaching strategies					
Demonstrates excellent classroom management					
Communicates clearly					
Seeks immediate feedback from students					
Uses questioning strategies to elicit higher-order thinking skills					
Uses effective modeling of musical concepts/skills					
Has an orderly classroom environment					
Is wearing professional attire					
TOTAL →					

III. Written Reflection: 10 Points

Applicant supplies a rich reflection citing both strengths and weaknesses of the lesson. When addressing a specific part of the lesson, the applicant identifies the time within the video	<u>Strongly Agree</u> 10 – 9 – 8 – 7 – 6 – 5 – 4 – 3 – 2 – 1 <u>Strongly Disagree</u>
TOTAL →	



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Section 4: 10 Points

Two Letters of Recommendation

<b>Letters of Recommendation</b>	<b>YES (5 Points)</b>	<b>NO (0 Points)</b>
First Letter		
Second Letter		
TOTAL →		