

# NORTH CAROLINA **SYMPHONY**

## Music Educator Award Scoring Rubric

GUIDELINES	4	3	2	1
<p><b>Educator makes meaningful connections between students' personal and musical lives</b></p>	<p>Leads students to engage with new and/or unfamiliar musical genres and styles through the lens of connecting their understanding of people, cultures, and music-making across the world to the way the students engage with music in their daily lives</p>	<p>Exposes students to a variety of musical genres and styles, leading them to identify connections and commonalities between classroom music and the music students engage with recreationally</p>	<p>Exposes students to a variety of musical genres and styles, bringing in resources to foster connections with music of state and of the world</p>	<p>Utilizes a variety of music genres and styles in classroom instruction</p>
<p><b>Educator inspires students of all abilities and backgrounds to reach for appropriately high musical expectations and growth</b> <i>Ex: Performances, adjudication notes, classroom activities and/or assessments</i></p>	<p>Students show pervasive excellence in music-making and a deep understanding of music literacy.</p> <p>Provides evidence that instruction for <b>all learners</b> is provided with differentiation to scaffold student learning to reach success</p>	<p>Students show moments of excellent music-making and an understanding of music literacy.</p> <p>Provides evidence of differentiation for specific subgroups of students (i.e. English Learners, Exceptional Children, Neurodiverse Students)</p>	<p>Students show that they enjoy music-making and engage in music literacy activities.</p> <p>Provides evidence of differentiation for specific students</p>	<p>Students show that they enjoy music-making.</p> <p>Provides evidence of generalized differentiation in the classroom</p>
<p><b>Educator serves the school community and the larger community in an exemplary manner</b></p>	<p>Leads community music ensembles/organization, has active afterschool ensembles, collaborates with the community to fulfill their musical needs</p>	<p>Participates in community ensembles/organizations, has active afterschool ensembles</p>	<p>Has a school ensemble to extend music-making activities beyond the school day</p>	<p>Provides exemplary music instruction during the school day</p>
<p><b>Educator serves as a role model for music education</b></p>	<p>Serves in music leadership role in teacher organization, district, or school; regularly presents/gives professional development; hosts music education student teachers</p>	<p>Leads professional learning community of job-alike peers; irregularly provides professional development to peers; seldom hosts student teachers</p>	<p>Provides limited evidence of leadership roles they have taken on across tenure</p>	<p>Exemplary record of excellent school music education instruction</p>