

**SCHOOL DISTRICT OF PHILADELPHIA
CLASSROOM OBSERVATION OF TEACHER PERFORMANCE**

Part A

Date: 10-26-12

Time: 9:45

Teacher: Ms. Kauffmann

School: H.A. Brown

Room Number: 318

Subject(s): Music with 1st grade class

Experience Level in grade/subject:

Students on Roll:

Students Present:

Administrator: Mrs. Carnivale

Classroom Environment Whole Class (Teacher Lead) Small Groups (w/Teacher) Small Groups (Independently) Pair/Individual Student

1. Planning and Preparation	Scoring Guide					Evidence/Comments
	1 does not meet standard	2 approaches standard	3 meets standard	4 exceeds standard	NA	
1.1 Lesson plan displays knowledge of subject or field.*	Teacher's plans and practice display <u>little knowledge</u> of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect <u>some awareness</u> of the <u>important concepts</u> in the discipline, prerequisite relationship between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect <u>solid knowledge</u> of the content, prerequisite relationship between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect <u>extensive knowledge</u> of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.		3 Solid knowledge of the content. Try to create visuals with labels of the instruments.
1.2 Lesson plan (strategies, activities and materials) indicates knowledge of students' skill levels, learning styles, and interests.	Teacher demonstrates <u>little or no</u> knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and <u>does not seek</u> such understanding.	Teacher indicates the <u>importance of understanding students'</u> backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the <u>class as a whole</u> .	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains <u>this knowledge for groups of students</u> .	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a <u>variety of sources</u> , and <u>attains this knowledge for individual students</u> .		3 Teacher worked to attain knowledge of the group with flashcards and story incorporation of instruments.
1.3 Lesson plans are aligned with student outcomes, curriculum and standards.*	Instructional outcomes are unsuitable for students, represent trivial or <u>low-level learning</u> , or are <u>stated only as activities</u> . They <u>do not permit viable methods of assessment</u> .	Instructional outcomes are of moderate rigor and are <u>suitable for some students</u> , but consist of a combination of activities and goals, some of which permit viable methods of <u>assessment</u> . They <u>reflect more than one type of learning</u> , but teacher makes <u>no attempt</u> at coordination or integration.	Instructional outcomes are stated as goals reflecting <u>high-level learning</u> and curriculum standards. They are suitable for most students in the class, represent <u>different types of learning</u> , and are <u>capable of assessment</u> . The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting <u>rigorous learning</u> and curriculum standards. They represent <u>different types of content</u> , offer opportunities for both coordination and <u>integration</u> , and take account of the <u>needs of individual students</u> .		3 Lesson assessed the knowledge of skills of the group.

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	Scoring Guide					Evidence/Comments
	1 does not meet standard	2 approaches standard	3 meets standard	4 exceeds standard	NA	
1. Planning and Preparation						
1.4 Lesson plan indicates knowledge of resources	Teacher demonstrates <u>little or no familiarity</u> with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher <u>does not seek</u> such knowledge	Teacher demonstrates <u>some familiarity</u> with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher <u>does not seek to extend</u> such knowledge	Teacher is <u>fully aware</u> of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher <u>seeks out</u> resources in and beyond the school or district in professional organizations, on the Internet, and in the community to <u>enhance own knowledge</u> , to use in teaching, and for students who need them.		4 Teacher incorporated outside sources, literacy, and on-line resources to enhance the lesson.
1.5 Goals and objectives are challenging, differentiated and aligned to standards.*	The series of learning experiences are <u>poorly aligned</u> with the instructional outcomes and <u>do not represent a coherent structure</u> . They are suitable for only <u>some students</u> .	The series of learning experiences demonstrates <u>partial alignment</u> with instructional outcomes, some of which are likely to <u>engage students</u> in significant learning. The lesson or unit has a <u>recognizable structure</u> and <u>reflects partial knowledge</u> of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences <u>aligned</u> to instructional outcomes and suitable to <u>groups of students</u> . The lesson or unit has a <u>clear structure</u> and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences <u>aligned</u> to instructional outcomes, <u>differentiated where appropriate</u> to make them suitable to <u>all students</u> and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.		3 Objectives were posted and aimed at the level of the students but it was not reviewed by the students or reflected upon by the students.
1.6 Lesson plan is informed by data analysis; indicates how student learning will be assessed; criteria communicated to students.	Teacher's plan for assessing student learning contains <u>no clear criteria or standards</u> , is <u>poorly aligned</u> with the instructional outcomes, or is <u>inappropriate to many students</u> . The results of <u>assessment</u> have <u>minimal impact on</u> the design of future <u>instruction</u> .	Teacher's plan for student assessment is <u>partially aligned</u> with the instructional outcomes, <u>without clear criteria</u> , and <u>inappropriate</u> for at least <u>some students</u> . Teacher <u>intends to use assessment results to plan</u> for future <u>instruction</u> for the <u>class</u> as a whole.	Teacher's plan for student assessment is <u>aligned</u> with the <u>instructional outcomes</u> , using <u>clear criteria</u> , is <u>appropriate</u> to the needs of students. Teacher <u>intends to use assessment results to plan</u> for future <u>instruction</u> for <u>groups</u> of students	Teacher's plan for student assessment is <u>fully aligned</u> with the instructional outcomes, with <u>clear criteria</u> and <u>standards</u> that show <u>evidence of student contribution</u> to their development. <u>Assessment</u> methodologies may have been <u>adapted</u> for individuals, and the teacher intends to <u>use assessment results to plan</u> future instruction for <u>individual students</u> .		4 Assessing occurred throughout the lesson for reading music; identifying instruments; and playing instruments are designated points.

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2. Classroom Environment	Scoring Guide					Evidence/Comments
	1 does not meet standard	2 approaches standard	3 meets standard	4 exceeds standard	NA	
2.1 Students' environment is reflective of their own culture and the culture of others.	Classroom does not reflect or inappropriately reflects students' cultures.	Classroom may not completely or appropriately reflect students' cultures.	Classroom appropriately reflects students' cultures.	Classroom appropriately reflects students' cultures, levels of development, and is <u>integrated appropriately to content.</u>		4 Variety of artists displayed in the room as well as word walls and student work.
2.2 Environment is risk-free, inclusive, and students' attempts are valued and celebrated; positive interactions between teacher and students and among students.	Classroom interactions, both between the teacher and students and among students, are <u>negative, inappropriate, or insensitive</u> to students' cultural backgrounds, and characterized by <u>sarcasm, put-downs, or conflict.</u>	Classroom interactions, both between the teacher and students and among students, are generally <u>appropriate and free from conflict</u> but may be characterized by <u>occasional displays of insensitivity</u> or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are <u>polite and respectful</u> , reflecting general warmth and caring, and are <u>appropriate</u> to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are <u>highly respectful</u> , reflecting genuine warmth and caring and <u>sensitivity</u> to students' cultures and levels of development. Students themselves ensure <u>high levels of civility</u> among members of the class.		3 Polite and respectful throughout lesson. Some students are still working on holding themselves accountable.
2.3. Rules, routines, procedures are established with little loss of instructional time; safe and skillful organization of physical space is maintained.*	<u>Much</u> instructional time is lost due to <u>inefficient</u> classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	<u>Some</u> instructional time is lost due to only <u>partially effective</u> classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	<u>Little</u> instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which <u>occur smoothly.</u>	Students contribute to the <u>seamless operation</u> of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.		4 Seamless operation of transitioning from rows on the rug, to circle, and including using instruments at appropriate times.
2.4 Current student work is displayed.	There is <u>no evidence</u> of student work displayed.	There is evidence of <u>some</u> student work, but is <u>not current</u> and <u>not aligned</u> to instructional goals.	Current students work is displayed, is <u>somewhat aligned</u> to instructional goals; is <u>somewhat differentiated</u> , and reflects <u>most students.</u>	Current students work is displayed; is <u>closely aligned</u> to instructional goals; is <u>differentiated</u> and <u>original</u> ; reflects the efforts of <u>every student</u> in the class.		3 Work samples from some students on "The Night Sky Blues"


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2.5 System for monitoring students' behavior; misbehavior responded to in a timely manner.*	There is <u>no evidence</u> that standards of conduct have been established, and little or no teacher <u>monitoring</u> of student behavior. Response to student misbehavior is <u>repressive</u> , or <u>disrespectful</u> of student dignity.	It appears that the teacher has <u>made an effort</u> to establish standards of conduct for students. Teacher tries, with <u>uneven results</u> , to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be <u>clear</u> to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is <u>appropriate</u> and <u>respects</u> the students' dignity.	Standards of conduct are clear, with <u>evidence of student participation</u> in setting them. Teacher's monitoring of student behavior is <u>subtle</u> and <u>preventive</u> , and teacher's response to student misbehavior is <u>sensitive to individual student needs</u> . Students take an active role in monitoring the standards of behavior.	4 Gave warnings; assigned time outs' verbal warnings; calming tone of voice that remained respectful
Scoring Guide					Evidence/Comments
2. Classroom Environment	1 does not meet standard	2 approaches standard	3 meets standard	4 exceeds standard	NA
2.6 Room arrangement allows for varying groupings according to lesson.	The physical environment is <u>unsafe</u> , or <u>some students don't have access to learning</u> . There is <u>poor alignment</u> between the physical arrangement and the lesson activities.	The classroom is <u>safe</u> , and essential learning is accessible to <u>most students</u> , and the teacher's use of physical resources is <u>moderately effective</u> . Teacher may <u>attempt to modify</u> the physical arrangement to suit learning activities, with <u>partial success</u> .	The classroom is <u>safe</u> , and learning is accessible to <u>all students</u> ; teacher ensures that the <u>physical arrangement is appropriate</u> to the learning activities. Teacher makes <u>effective use of physical resources</u> .	The classroom is <u>safe</u> , and the <u>physical environment</u> ensures the learning of <u>all students</u> , including those with <u>special needs</u> . <u>Students contribute to the use or adaptation</u> of the physical environment to advance learning.	4 U-shape desk arrangement; large area and rugs for group activities and read alouds; has a word wall per grade; has objectives per grade

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<p>3.8 Collects and analyzes data to adjust instructional practice.*</p>	<p>Assessment is <u>not used</u> in instruction through monitoring of progress by teacher. Teacher <u>adheres to the instruction plan</u>, even when a change would improve the lesson or of students' lack of interest. Teacher <u>brushes aside student questions</u>; when students experience difficulty, the teacher <u>blames the students or their home environment</u>.</p>	<p>Assessment is <u>occasionally used</u> in instruction, through some monitoring of progress of learning by teacher. Teacher attempts to <u>modify the lesson when needed</u> and to <u>respond to student questions</u>, with moderate success. Teacher <u>accepts responsibility</u> for student success, but has only a <u>limited repertoire of strategies</u> to draw upon.</p>	<p>Assessment is <u>regularly used</u> in instruction, through monitoring of progress of learning by teacher. Teacher <u>promotes the successful learning of all students</u>, making <u>adjustments as needed</u> to instruction plans and <u>accommodating</u> student questions, needs and interests.</p>	<p>Assessment is used in a <u>sophisticated</u> manner in instruction, monitoring of progress by both students and teachers. Teacher <u>seizes an opportunity to enhance learning</u>, building on a spontaneous event or student interests. Teacher ensures the <u>success of all students</u>, using an <u>extensive repertoire</u> of instructional strategies.</p>	<p style="text-align: center;">3 Assessment used throughout the lesson.</p>
<p>3.9 Successfully utilizes technology to support learning.</p>	<p>Teacher utilizes <u>no technology</u> or used it <u>ineffectively</u> to represent content.</p>	<p>Teacher utilizes <u>some</u> technology to support learning with <u>inconsistent success</u> in representing content.</p>	<p>Teacher utilizes technology <u>effectively</u> to support learning with <u>general success</u> in representing content.</p>	<p>Teacher utilizes technology <u>skillfully</u> to support learning with a <u>high degree of success</u> in representing content.</p>	<p style="text-align: center;">4 Teacher used the internet and her laptop to give a visual of the composer they were studying and further information.</p>

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3. Instruction	Scoring Guide					Evidence/Comments
	1 does not meet standard	2 approaches standard	3 meets standard	4 exceeds standard	NA	
3.1 Communication of instructional goals and objectives.*	Expectations for learning, directions and procedures are unclear or confusing to students. Teacher's language is inappropriate to students' levels of development.	Expectations for learning, directions and procedures are clarified after initial confusion; teacher's language may not be completely appropriate to students' levels of development.	Expectations for learning, directions and procedures are clear to students. Communications are appropriate to students' levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's language is appropriate to students' levels of development, and anticipates possible student <u>misconceptions</u> .		2 Objective was not reviewed by the students nor was it reviewed at the end by the teacher during closing
3.2 Students' readiness and prior knowledge is accessed in preparation for new learning; effective questions are asked that assess the level of understanding; lesson is appropriately paced.*	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and <u>recitation</u> rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. <u>All students participate</u> in the discussion, with the teacher <u>stepping aside</u> when appropriate.	Questions reflect <u>high expectations</u> and are culturally and developmentally appropriate. Students <u>formulate many of the high-level questions</u> and ensure that all voices are heard.		3 Teacher uses cards with notes as a warm up to review the students ability to read music; students review silently and then clap as a group; teacher asks what do we do with this instrument?
3.3 Differentiation of instructional delivery to engage all students in the lesson.*	Activities and assignments, materials, and groupings of students are <u>inappropriate</u> to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has <u>no structure</u> or is <u>poorly paced</u> .	Activities and assignments, materials, and groupings of students are <u>partially appropriate</u> to the instructional outcomes, or students' cultures or levels of understanding, resulting in <u>moderate intellectual engagement</u> . The lesson has a <u>recognizable structure</u> but is <u>not fully maintained</u> .	Activities and assignments, materials, and groupings of students are <u>fully appropriate</u> to the instructional outcomes, and students' cultures and levels of understanding. <u>All students are engaged</u> in work of a <u>high level of rigor</u> . The lesson's structure is <u>coherent</u> , with appropriate pace.	Students are <u>highly intellectually engaged</u> throughout the lesson in significant learning, and make <u>material contributions</u> to the activities, student groupings, and materials. The lesson is <u>adapted as needed</u> to the needs of individuals, and the structure and pacing allow for student reflection and closure.		3 Students participated in hello song; hand clapping; instrument use. Students did not reflect on what they had learned.
3.4 Communication of high expectations for all students.*	The teacher conveys a negative culture for learning, characterized by low teacher commitment to the subject, <u>low expectations</u> for student achievement, and <u>little or no student pride</u> in work.	Teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, <u>modest expectations</u> for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The teacher conveys <u>high expectations</u> for most students, genuine commitment to the subject by both teacher and students, with <u>students demonstrating pride</u> in their work.	<u>High levels of student energy</u> and <u>teacher passion</u> for the subject create a culture for learning in which everyone shares in the importance of the subject, and <u>all students hold themselves to high standards</u> of performance, for example by initiating improvements to their work.		4 High levels of teacher energy and student interaction. Students who were re-directed had positive results as well.

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3. Instruction	Scoring Guide					Evidence/Comments
	1 does not meet standard	2 approaches standard	3 meets standard	4 exceeds standard	NA	
3.5 Specific and constructive feedback is given that helps students to direct and self-assess their learning.*	Trivial, <u>misinformed</u> , or <u>no</u> feedback on learning is given to groups and to individual students that <u>helps few or no students</u> to direct and self-assess their learning.	<u>Global or simplistic</u> feedback on learning is given to groups and to individual students that <u>helps several students</u> to direct and self-assess their learning.	Specific feedback on learning is given to groups and to individual students that <u>helps many students</u> to direct and self assess their learning.	<u>Specific and constructive</u> feedback on learning is given to groups and to individual students that <u>helps most, if not all</u> , students to direct and self assess their learning.		3 Teacher would say "Good job"
3.6 Spoken and written language contains no grammatical and/or syntactical errors. Vocabulary is appropriate.*	Teacher's spoken and/or written language contains <u>numerous grammatical and /or syntactical errors</u> ; <u>vocabulary</u> is <u>inappropriate</u> .	Teacher's spoken and/or written language contains <u>some minor grammatical and/or syntactical errors</u> ; <u>vocabulary</u> is somewhat <u>limited</u> or somewhat <u>inappropriate</u> for the students.	Teacher's spoken and written language contains <u>no grammatical and/or syntactical errors</u> ; <u>vocabulary</u> is well chosen and <u>appropriate</u> for students.	Teacher's spoken and written language <u>contain no grammatical and/or syntactical errors</u> , <u>clear</u> and <u>expressive</u> ; <u>vocabulary</u> is astute and appropriate for the <u>students</u> and the students are <u>encouraged to model use of proper speech and vocabulary</u> .		4 No errors
3.7 Knowledge of subject or field is demonstrated.*	Teacher's explanations of content are <u>unclear</u> or <u>confusing</u> to students.	Teacher's explanations of content are <u>clarified</u> after <u>initial confusion</u> ; reflect <u>some awareness</u> of the important concepts in the discipline.	Teacher's explanations of content are <u>clear</u> to students; reflect <u>solid knowledge</u> of the concepts specific to that discipline.	Teacher's explanations of content are <u>clear</u> to students; reflect <u>extensive knowledge</u> of the content and of the structure of the discipline. Teacher actively <u>builds on knowledge</u> of prerequisites and misconceptions when describing instruction or <u>seeking causes</u> for student <u>misunderstanding</u> .		3 Teacher directions were clear, but to build on the student's knowledge there could be visuals with labels of the instruments as reference or opportunities for students to reflect through discussion on the sounds or other stories to use the instruments

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4. Professionalism	Scoring Guide					Evidence/Comments
	1 does not meet standard	2 approaches standard	3 meets standard	4 exceeds standard	NA	
4.1 Incorporates district professional development and professional feedback.*	Teacher engages in <u>no</u> professional development activities, <u>does not incorporate</u> elements of professional development and/or <u>resists</u> feedback on teaching performance.	Teacher engages in professional activities to a <u>limited extent</u> , <u>partially incorporates elements</u> of professional development and/or <u>accepts</u> feedback with <u>some reluctance</u> .	Teacher engages in seeking out professional development opportunities, <u>consistently incorporates elements</u> of professional development; <u>welcomes</u> feedback on performances.	Teacher engages in seeking out opportunities for professional development and makes a <u>systematic effort to conduct</u> action research and <u>fully incorporates</u> professional development, <u>seeks out</u> feedback.		4 Incorporates read alouds; word walls; hands on learning; student engagement strategies
4.2 Systems for maintaining records are accurate, current and organized.*	The information management system for student completion of assignments, progress in learning and/or non-instructional activities are either <u>absent or in</u> <u>disarray</u> .	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is <u>rudimentary</u> , and/or <u>requires frequent monitoring for</u> <u>accuracy</u> .	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is <u>fully effective</u>	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is <u>fully effective</u> , and <u>students contribute to their</u> <u>maintenance and/or</u> <u>interpretation</u> .		3 hello song used for taking attendance; uses gradebook
4.3 Demonstrates evidence of regular communication with parent(s) or guardian(s).	The educator provides <u>little/no</u> <u>information</u> to families about the instructional program and/or individual students; communication with families is <u>insensitive or inappropriate</u> to the culture of the families and/or makes <u>no attempt to engage</u> families in the instructional program.	The educator provides <u>minimal</u> and/or <u>occasionally insensitive</u> communication/responses to family concerns; <u>partially successful</u> attempts to engage families in the instructional program.	The educator provides <u>frequent</u> , <u>culturally- appropriate</u> <u>information</u> to families about the instructional program, student progress, and responses to family concerns; <u>frequent</u> , <u>successful efforts</u> to engage families in the instructional program.	The educator provides frequent, culturally-appropriate, <u>information to families with</u> <u>student input</u> ; <u>successful efforts</u> to engage families in the instructional program to enhance student learning.		3 Communicates with parents during admit or dismissal and as needed
4.4 Demonstrates evidence of collaboration with others.	Professional relationships with colleagues are <u>negative or self-serving</u> ; teacher avoids participation in a culture of inquiry and/or <u>avoids becoming</u> <u>involved</u> in school events and/or school and district projects.	Professional relationships are <u>cordial</u> and <u>fulfill required</u> <u>school/district duties</u> ; <u>include</u> involvement in a culture of inquiry, school events and/or school/district projects <u>when</u> <u>asked</u> .	Professional relationships are characterized by <u>mutual support</u> and <u>cooperation</u> ; <u>include active</u> <u>participation</u> in a culture of professional inquiry, school events and school/district projects, with teacher <u>making</u> <u>substantial contributions</u> .	Professional relationships are characterized by mutual support, cooperation and <u>initiative in</u> <u>assuming leadership</u> in promoting a culture of inquiry and <u>making substantial</u> contributions to school/district projects.		4 Collaborates with peers during common prep; works with SPED and ESOL teachers; runs a choir

**SCHOOL DISTRICT OF PHILADELPHIA
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Part B

Date: 10/26/12

Time: 9:45

Teacher: Ms. Kauffmann

School: H.A. Brown

Room Number: 318

Subject(s): Music with 1st Grade Class

Experience Level in grade/subject:

Students on Roll:

Students Present:

Administrator: Mrs. Carnivale

A satisfactory observation for all teachers "meets standards". Specifically, teachers must receive:

- *A score of "3" or above in at least 12 out of the 15 core instructional practices (indicated in bold* print).*
- *No score of "1" in the 15 core instructional practices. A score of "1" in any of these areas automatically results in an unsatisfactory observation*
- *No more than 3 scores of "1" in the remaining categories (outside of the 15 core instructional practices)*

	1	2	3	4
15 core instructional practices		1	9	5
10 remaining instructional practices			4	6

Check one:

satisfactory observation

unsatisfactory observation (if checked, Part C must be completed)

Summary of Observation

A music lesson with a first grade class on reading music and using instruments during a story read aloud.

Recommendations for Improvement

Have real photos of the instruments with labels for a visual reference and resource in the classroom; have a three-section graphic organizer with the terms shake, scrape, or tap and record the instruments that will be used for each movement. Students then could create a list of additional instruments that could make those sounds or practice matching the instrument to the correct sound. Have students explain how some instruments could relate to more than one area.

Teacher's Signature _____ Date: _____

Administrator's Signature _____ Date: _____