

PTP—Peer Teaching Plan

In pairs you will plan and deliver a 25-minute music lesson or rehearsal. The teaching session will NOT be formally assessed, but the *planning* for that teaching session *will* be assessed. (Submit plan when you arrive in class, *before* the rehearsal session.)

Note In the class *following* the rehearsal session, as part of your homework mark, submit a 1-2-page reflection describing what you learned from your experience: *What went well, what didn't, what you would do differently next time.*

Assessment Rubric

Curriculum expectations and learning goals: *Have you identified appropriate specific expectations that can be meaningfully addressed in this lesson/rehearsal? Have you effectively translated the expectations into clear, student-friendly learning goals? Do teaching strategies/learning experiences match the learning goals? Will learners have a very good chance of richly achieving these goals within the context of this rehearsal?*

A —absolutely	B —yes	C —sort of	D —not really
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Preparations: *Is everything in place? Have you accounted for everything necessary (in terms of preparation and plan) to make this lesson/rehearsal work? Could you—or a substitute teacher—walk into a class with this plan and be ready to go? E.g., Does your plan describe:*

- A detailed materials list? Room and technology set-up (chairs, stands, etc.)? percussion instruments to organize? Things to write on board?
- What everyone will be doing? (you need to plan what each and every person in the class will be singing/playing/doing--assignment of parts, scores, etc.)
- Any necessary pre-rehearsal communication with students? (e.g. remind X to bring accordion)

A —superior attention to all necessary details	B —all is in place	C —some things not in place	D —a lot not in place
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Teaching/rehearsal strategies: *Have you described a clear, detailed and logical step-by-step plan that describes effective teaching/rehearsal techniques?*

A (<i>Excellent</i>)	B (<i>Very Good</i>)	C (<i>Adequate</i>)	D (<i>Marginal</i>)
--thorough, clear description --multiple effective teaching/rehearsal techniques	--reasonably thorough and clear description --some effective teaching/rehearsal techniques	--limited description --too few effective teaching/rehearsal techniques	--very little description --ineffective teaching/rehearsal techniques

Planning for quality learning experiences: *Does your planning indicate the conscious creation of opportunities for quality learning experiences? E.g.,*

- active engagement so students can explore and actively work with concepts
- ways that you might accommodate students and/or be flexible/change the rehearsal plan should such need arise?
- informal assessment strategies, e.g. things you will be looking out for to know if your pacing is OK, if certain students need help, etc.?
- opportunities for... Students to take ownership of their learning? Peers to help each other? Students to recognize and celebrate what they've learned/achieved?

A Rich opportunities for quality learning	B Decent opportunities for quality learning	C OK opportunities for quality learning	D Little consideration of quality learning
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