

## 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?*

<b>A</b> —absolutely	<b>B</b> —yes	<b>C</b> —sort of	<b>D</b> —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)

<b>A</b> —superior attention to all necessary details	<b>B</b> —all is in place	<b>C</b> —some things not in place	<b>D</b> —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?*

<b>A</b> ( <i>Excellent</i> )	<b>B</b> ( <i>Very Good</i> )	<b>C</b> ( <i>Adequate</i> )	<b>D</b> ( <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?

<b>A</b> Rich opportunities for quality learning	<b>B</b> Decent opportunities for quality learning	<b>C</b> OK opportunities for quality learning	<b>D</b> Little consideration of quality learning
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