

## Peer Performance Preparation 1 — Rehearsal Plan

- Identify **Targeted Specific Curriculum Expectations** (maximum 3) that you can meaningfully address in your rehearsal (you choose the grade and course).
- Translate the expectations into **Learning Goals** (your interpretation of the targeted expectations for the context of this rehearsal, in student-friendly language).
- Describe the necessary **Preparation** you will do to ensure the rehearsal runs smoothly (e.g. classroom setup, technology setup, things to write on board, things to bring, pre-rehearsal communication with students, assignment of parts, scores/parts to copy, etc.)
- Provide a detailed **Step-by-Step Plan** of what you will do and say and ask students to do, including description of logistical and procedural instructions as well as opportunities for assessment for and as learning (e.g. when you will provide feedback, when you will ask peers to provide feedback, when you will ask students to monitor/assess their own progress/understanding).
- Provide some **Notes to Self** to keep in mind throughout your rehearsal, e.g. indications of how you will or might accommodate needs and/or differentiate instruction, or anything else important you want to remember to do.

### Assessment Rubric

**(20 %) Curriculum expectations and learning goals:** *Have you identified appropriate specific expectations that can be meaningfully addressed in this 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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**(40 %) Is everything thoroughly thought through?** *Is everything in place? Have you accounted for everything necessary (in terms of preparation and plan) to make this rehearsal work? Could you—or a substitute teacher—walk into a class with this plan and be ready to go?*

<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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**(40 %) Rehearsal strategies and learning experiences:** *Are they rich, varied, and engaging? Do they account for classroom diversity? Are they carefully designed and thoroughly thought through? Innovative? Exciting? Do they help students learn the music?*

<b>A</b> –fantastic	<b>B</b> –good	<b>C</b> –OK	<b>D</b> –marginal
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