Data-Driven Professional Learning Communities in Instrumental Music

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Ankeny Centennial High School

What is a Professional Learning Community?

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

( Learning by Doing: DuFour, DuFour, Eaker, & Many, 2010 )
According to the Ankeny Community School District:

"PLCs share in the responsibility for addressing four fundamental questions:"

- What do we want students to learn? (Standards)
- How will we know if they have learned? (Assessment)
- How will we respond if students do not learn? (Remediation)
- How will we respond if students already know it? (Extension)

What is a Professional Learning Community?

What does that look like for us?

Scott Hook
- Wind Symphony (11-12)
- Jazz Studio (9-12)
- Jazz Evolution (8)
- Clarinet & Saxophone Lessons (6-12)

Janelle Hook
- Concert Band (9)
- 8th Grade Band (2A&2B)
- Jazz Expansion (8)
- Color Guard (9-12)
- Flute Lessons (6-12)

Burton Hoble
- Symphonic Band (10)
- Jazz Collective (9-12)
- Jazz Vanguard (9-12)
- Brass Lessons (6-12)

Mary Klemm-Harris
- 6th Grade Band (4A&4B)
- 7th Grade Band (5th)
- Tuesday/Friday Jazz Band (7)
- Double Reed & WW Lessons (6-12)

Jake Thieben
- 6th Grade Band (6A&6B)
- 7th Grade Band (7th)
- Monday/Thursday Jazz Band (7)
- Percussion Lessons (6-12)
- Drumline (9-12)
What is a Professional Learning Community?

<table>
<thead>
<tr>
<th>A Day</th>
<th>8 Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td>Marching/Jazz Band</td>
</tr>
<tr>
<td>1st Period</td>
<td>Symphonic Band &amp; Wind Symphony</td>
</tr>
<tr>
<td>2nd Period</td>
<td>8th Grade A</td>
</tr>
<tr>
<td>3rd Period</td>
<td>9th Grade</td>
</tr>
<tr>
<td>4th Period</td>
<td>6th Grade A</td>
</tr>
<tr>
<td>5th Period</td>
<td>7th Grade A</td>
</tr>
<tr>
<td>6th Period</td>
<td>6th Grade C</td>
</tr>
<tr>
<td>7th Period</td>
<td>7th Grade B</td>
</tr>
<tr>
<td>8th Period</td>
<td>Music Theory</td>
</tr>
</tbody>
</table>

What do we want students to learn?

K-12 Music Power Standards

- K-5 General Music
- 5th Grade Instrumental Music
- 6-12th Grade Instrumental Music (North and South)
- 6-12th Grade Vocal Music (North and South)
What do we want students to learn?

Rhythm/Beat/Meter Competency

The student will be able to...

- Dictate a performed rhythm (play and/or write)
- Perform a given rhythm with characteristic tone
- Identify a performed rhythm
- Identify meter
- Maintain a consistent pulse
- Breathe in time with proper technique and in musically appropriate places in performance

Tonal Literacy

The student will be able to...

- Perform a major scale with characteristic tone
- Identify do through key signatures
- Identify tonal center
- Dictate a performed tonal sequence
- Perform a tonal sequence with characteristic tone
- Identify a performed tonal sequence
- Identify a harmonic sequence
- Perform a harmonic sequence with characteristic tone

Expression

The student will be able to...

- Identify, label, define, and perform dynamics, articulations, and tempo markings
- Make expressive decisions based on historical context, genre, and style

Ensemble

The student will be able to...

- Apply learned musical performance, literacy, and critical thinking skills to the music-making process with various sizes of ensembles
What do we want students to learn?

Power Standards across Grade Levels

<table>
<thead>
<tr>
<th>Tonal Literacy</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
</table>

How will we know if they have learned?

Assessments across Grade Levels

<table>
<thead>
<tr>
<th>Grade Instrument</th>
<th>Fall 6 Week</th>
<th>Fall 12 Week</th>
<th>Fall 18 Week</th>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Trombone F, Eb, Chromatic at 90bpm</td>
<td>Rubank p21 #4 (m1-16)</td>
<td>Rubank p22 #5 (No repeats)</td>
<td>Bb, Eb, F, Ab, C Chromatic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Instrument</th>
<th>Spring 6 Week</th>
<th>Spring 12 Week</th>
<th>Spring 18 Week</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Trombone Solo Project</td>
<td>Rubank p24 #8 (m17-end)</td>
<td>Rubank p27 #11 (m17-end)</td>
<td>Ensemble Project</td>
<td></td>
</tr>
</tbody>
</table>
### How will we know if they have learned?

Every 6 weeks, students are evaluated on idiomatic repertoire that covers selected Power Standards.

Rubric scores are entered into a Google Form that dumps into a Google Sheet to convert to percentages.

An AwesomeTable aggregates the assessment data to provide an easier visual to process.

### The Ankeny Community School District sets forth the following guiding principles for standards-based practices:

1. Grades do not include behavior, only academic achievement.
2. No extra credit.
3. Homework has a purpose. The purpose determines if and how it is included in a grade.
4. Complete all required work by due dates.
5. Multiple and varied assessment opportunities.
6. “I” for Insufficient Data instead of a 0.
How will we respond?

Looking Forward

- Standards for Jazz Band & Concert Band
- Integrating Jazz Combos
- Percussion Curriculum
- 1:1 Implementation with Chromebooks
- Google Classroom
- SmartMusic - Current vs. New (web-based)
- Doctopus & Goobric
- JoeZoo Rubric Builder & Grading tool
- Standards-Based and Infinite Campus
- Productive Group Work

Our Mission: Ankeny Community Schools is unified in its commitment, passion, and vision so every learner is poised to achieve the defines of personal success.