

School: Durham School of the Arts

Classroom: Piano

Grade Level: 9th-12th

| What is the teacher doing (How are they teaching)? | What are the students doing (How are they learning)? |
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| <ul style="list-style-type: none">● Sitting behind his teacher desk● Reviewing expectations for each of the students● Calling students by name to play solo piece for visitors, the class● Mentioning a students' level when calling them to play (i.e. how long they have been playing)● Reminding students of upcoming performance for the community and the expectations for this time● Seeking any questions/concerns from students● Offering additional help if needed <p>It is very obvious that this teacher spent a good amount of time at the beginning of the year setting clear and consistent expectations for students. The teacher was available to help students with individual questions. It is clear that he spent time getting to know students and their individual strengths and needs. He was able to call all students by name, knew the piece they would be playing for visitors, as well as their ability level.</p> | <ul style="list-style-type: none">● Sitting at individual pianos with headphones/ earbuds● Some students performing solos for their peers/ for us as visitors● Applauding and encouraging classmates after their solos● Working on individual pieces depending on ability level (students were not in the class based on level; they were all mixed levels) <p>It is clear that students understood the expectations for the classroom and were able to practice their pieces individually. Students seemed confident in their ability to play their particular piece, and they were not visibly uncomfortable or embarrassed when they missed a note or had to be given directions by their teacher. It is clear that students have built mutual trust with their classmates and with their teacher.</p> |