

### Domain III Overview

The third Domain, which encompasses InTASC Standards 6, 7 and 8, deals with Instructional Practice. This domain, and the standards contained within it, are used to guide teachers in ensuring that they are completing the necessary steps in order to create multiple modes of assessment to monitor progress in all learners, create plans for instruction that build upon previous knowledge, and utilize a variety of instructional strategies to develop a deep understanding of concepts within their students. These are necessary tasks that must be accomplished in order to successfully plan continuous lessons that are relevant and accessible for all students, and successfully assess progress in all students.

This domain to me, is incredibly important. As teachers, we must always create lessons sequences that build upon previous knowledge so that students are able to quickly understand and relate new topics to what they already know. It is also incredibly important for all teachers to create and implement multiple modes of assessment throughout each lesson and lesson sequence. By doing this, the teacher gives each student multiple opportunities to showcase what they know and what they need help understanding. As described by Gardner in his “Theory of Multiple Intelligences”, each person has varying degrees of proficiency within each intelligence and knowing this means that each student within a classroom learns in different ways. This makes it incredibly important to utilize a variety of instructional strategies in order to make sure you touch on each intelligence and give each student an opportunity to succeed.

To demonstrate my competency in this domain, I have included both Task 1 and Task 3 from my EdTPA exam in order to show my understanding of the importance of multiple modes of assessment and planning continuous lessons. I also included a lesson plan which demonstrates my understanding of the importance of developing and utilizing multiple instructional strategies.

### InTASC Rationale:

#### Domain III – Instructional Practice

Standard #6 – Assessment: The teacher understands and uses multiple modes of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Within the music classroom, the teacher understands that there are a number of ways to informally or formally assess their students. The teacher understands that one main mode of musical assessment is informal assessment that occurs constantly during small group lessons and large ensemble rehearsals. In order to assess how well the students are understanding the concepts the teacher is teaching throughout the lessons, the teacher utilizes informal assessment when playing through different minor scales to assess how well the students played each scale and what type of feedback should be given, while also having students complete quick worksheets at the end of the class period in order to have a clear record of what concepts the students understand, and which ones need to be reviewed in the next lesson. The teacher created and implemented modified assessments for a student with a learning disability, in order to properly assess how well the student understood the concepts talked about in class, based on what is stated on their IEP.

Artifact: EdTPA Task 3

### InTASC Rationale:

#### Domain III – Instructional Practice

Standard #7 – Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

The teacher is aware that the students have a very minimal knowledge of minor scales before teaching their lessons. In order to combat this and make it easier for the students to understand the new concepts, the teacher made sure to create a plan for instruction that built upon previously known information. For example, since the students are very comfortable with major scales, the teacher used the relationship of major and minor scales to introduce students to the natural minor scale. Once this was accomplished, the teacher then used this knowledge of the natural minor scale in order to learn about the harmonic and melodic minor scales. By relating the new information to what the students already knew, the students were able to quickly understand how to construct and perform multiple different minor scales. The teacher would also create modified worksheets and tasks for the student with an IEP within the classroom, in order to ensure that they understood what was being taught.

Artifact: EdTPA Task 1

InTASC Rationale:

Domain III – Instructional Practice

Standard #8 – Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

The teacher utilized multiple models and representations of the different minor scales presented within the lessons. The teacher first represented them aurally by talking about how the different minor scales are constructed. The teacher then represented them visually by writing the minor scales on the board for the students to see. The teacher then had the students play each minor scale, which gave the students a physical representation of how the different scales feel to play and listen to. The teacher also created experiences in which students could listen to different music utilizing minor tonalities, discuss how the different tonalities feel to them, and also create their own minor melodies. By using these different instructional strategies, the students gained a deeper understanding of the significance behind and importance that different minor tonalities have in music from other cultures.

Artifact: High School Minor Scales Lesson Sequence