

Teacher's Name:

Final Score: /100

## Bilingual Birdies Sample Class Video Rubric

FINAL SCORING				
Intro: Hello Wave, Good Morning Chant, Puppet	Middle: Hello Song, Magic Words, Themed Songs, Clean Up	Movement Section: Parachute & Movement Songs	Wind Down: Lullaby & Review	Conclusion: Dance Party, Goodbye, Branding
/20	/20	/20	/20	/20

Teacher is able to:	Indicator	4 – Exceeds Expectations	3 – Meets Expectations	2 – Below Expectations	1 – Little or No Value
Encourage adult participation in a friendly way	1.1 Disclaimer	- Teacher welcomes class and says disclaimer in a friendly team effort way	- Says disclaimer in a low tone	- Says disclaimer in a bossy	- Doesn't say disclaimer
Effectively use Hello Wave as an ice breaker	1.2 Hello Wave	- Teaches the word hello first - Uses sound effects and mimics gestures - Speaks with command and enthusiasm - Does the Hello Wave three times	- Teaches hello wave without teaching "hello" first	- Has low energy	- Forgets to do hello wave
Perform Good Morning Chant with percussion	1.3 Good Morning Chant	- Introduces keywords - Children repeat keywords in a musical way - Knows the name of the students or writes them down - Instructs class to start a rhythm - Engaging percussion - Begins with his / herself - Adds variations to the melody, rhythm, and tempo - Includes any classroom teachers - Follows the correct structure of the song - Applauds students	- Gets through everyone's names - Keeps rhythm of the class	- Doesn't get class to start a rhythm first - Doesn't varyate the melody - Uses same tempo entire time	- Doesn't use percussion - Skips names
Use puppet to create a connection with the children	1.4 Puppet	- Explains what animal puppet is and that the puppet only speaks the foreign language - Instructs class to chant for the puppet - Hand in puppet in a discreet way and Entrance/Exit of puppet are lively and in character - Speaks to puppet in foreign language only and the puppet responses only in foreign language - Puppet has a unique voice - Puppet interacts with kids (petting, feeding, kissing) - Teacher teaches key words associated with puppet - Children perform the task with the puppet	- Children chant for puppet - Teacher teaches key words associated with puppet - Children perform task with puppet	- Teacher takes puppet out and then puts hand in it - Puppet has same voice as teacher's voice	- Teacher speaks to puppet in English
<b>Section Total</b>					<b>/20</b>

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Teacher is able to:	Indicator	4 – Exceeds Expectations	3 – Meets Expectations	2 – Below Expectations	1 – Little or No Value
<b>Teach key words of the Hello Song in a clear and concise way and perform it with class interaction</b>	2.1 Hello Song	<ul style="list-style-type: none"> <li>-Presents instruments in exciting way and distributes them effectively</li> <li>-Allows class to play with instruments before teaching</li> <li>-Effectively presents key words, instructing class to repeat with various teaching techniques</li> <li>-Proper explanation of the song structure</li> <li>-Practices first 4 bars of music with children before beginning the song</li> <li>-Instructs class to start a rhythm</li> <li>-4 bar intro on the guitar / piano</li> <li>-Uses cues appropriately and effectively</li> <li>-Correct arrangement of the song</li> </ul>	<ul style="list-style-type: none"> <li>-Distributes instruments effectively</li> <li>-Effectively presents key words, instructing class to repeat them</li> <li>-Proper explanation of the song structure</li> <li>-Instructs class to start a rhythm</li> <li>-Correct arrangement of the song</li> </ul>	<ul style="list-style-type: none"> <li>-Instructs class to start a rhythm</li> <li>-Correct arrangement of the song</li> </ul>	<ul style="list-style-type: none"> <li>-Only a few or none of the key words are introduced</li> <li>-Class is not instructed to start a rhythm</li> <li>-Incorrect arrangement, lyrics, melody of the song</li> </ul>
<b>Explain Magic Words and play game</b>	2.2 Magic Words	<ul style="list-style-type: none"> <li>-Explains you have 2 magic words to teach the class</li> <li>-Teaches both magic words in a fun musical way</li> <li>-Explains the game: what the class should do when they hear these words</li> <li>-Uses gestures, or tempo changes, key changes, or other variations to so that the children stay engaged</li> </ul>	<ul style="list-style-type: none"> <li>-Teaches both magic words in a fun musical way</li> <li>-Explains the game</li> </ul>	<ul style="list-style-type: none"> <li>-Explains the game</li> </ul>	<ul style="list-style-type: none"> <li>-Calls out magic words without explaining what class should do</li> </ul>
<b>Teach all key words from theme songs in a fun and musical way</b>	2.3 Themed Songs	<ul style="list-style-type: none"> <li>-Explains theme of the day</li> <li>-Breaks each song down by teaching key words first using a different musical teaching technique for each word</li> <li>-Explains their part of the song</li> <li>-Appropriately cues the class for their part</li> <li>-Utilizes any assigned props</li> <li>-Repeats each song 2-3 times in various ways (faster, slower, quietly)</li> <li>-Encourages class to make a rhythm before each song</li> </ul>	<ul style="list-style-type: none"> <li>-Teaches key words in same musical teaching technique for each word</li> <li>-Makes a rhythm before each song</li> </ul>	<ul style="list-style-type: none"> <li>-Doesn't teach key words</li> <li>-Doesn't cue class</li> </ul>	<ul style="list-style-type: none"> <li>-Sings each song only once without any explanation</li> </ul>
<b>Announce it's time to clean up, teach clean up song, and collect instruments</b>	2.4 Clean Up Song	<ul style="list-style-type: none"> <li>-Ask class, "What time is it?" in 2nd language.</li> <li>-Teach key word "to clean-up"</li> <li>-Explain that it's time to clean-up</li> <li>-Start a rhythm</li> <li>-Keep a rhythm even as you are cleaning up the instruments</li> <li>-Continue singing the song until all the instruments are collected</li> </ul>	<ul style="list-style-type: none"> <li>-Teach key word 'clean-up'</li> <li>-Explain that it's time to clean-up the instruments</li> <li>-Start a rhythm</li> <li>-Continue singing the song until all the instruments are collected</li> </ul>	<ul style="list-style-type: none"> <li>-Teach key word 'clean-up'</li> <li>-Start a rhythm</li> </ul>	<ul style="list-style-type: none"> <li>-Key words are not clear</li> <li>-Children are not invited to sing the song</li> <li>-Toys are not entirely collected</li> </ul>
<b>Section Total</b>					<b>/20</b>

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Teacher is able to:	Indicator	4 – Exceeds Expectations	3 – Meets Expectations	2 – Below Expectations	1 – Little or No Value
Perform Parachute section with mindfulness towards safety and fun	3.1 Parachute	-Instructs class to stand up in a circle -Entire class chants for the parachute by its color -Each child holds a piece of the parachute -Introduces one pair of movement based words -Puppet enters (musically, rhythmically) and explains that it wants to jump 10 times on the parachute -Puppet exits (musically, rhythmically)	-Encourages class to chant for parachute based on its color -Introduces one pair of movement based words -Sings at least one song	-Does not introduce a pair of movement words	-Brings parachute out and only facilitates puppet to jump
Teach Strawberries Song with or without parachute	3.2 Strawberries Song	-Keywords are clearly presented and taught -Gestures are clear and easy to follow (here - down, there - up, there - down) -Clear scenerio: A walk in the forest to find strawberries -Clear instructions to march in a circle -Strawberries is sung correctly -Teacher cues class before their part	-Keywords are clearly presented and taught - Teacher cues class before their part	-Keywords are not taught -There is no explanation of what is to happen	-Teacher sings song while kids hold parachute or stand in place holding hands with no direction
Lead Movement Songs in an interactive and clear manner	3.3 Movement Songs	-Instructs class to remain standing -Keywords are clearly presented and taught -Teacher demonstrates all movement -Confidently commands class to follow -Keywords are clearly presented and taught	-Keywords are clearly presented and taught -Teacher mimics all movement	-Teacher starts singing without explaining meaning of key words	-Teacher sings song with no translation of words and without mimicking movements
<b>Section Total</b>					<b>/20</b>

Teacher is able to:	Indicator	4 – Exceeds Expectations	3 – Meets Expectations	2 – Below Expectations	1 – Little or No Value
Facilitate Lullaby in a calming fashion	4.1 Lullaby	-Announces it's time to take a nap -Says "shhh" 3-5 times -Turns off one light if possible -Distributes scarves if available -Lays down on the ground with the class -Sings a lullaby song with their instrument	-Announces it's time to take a nap -Says "shhh" 3-5 times -Sings a lullaby song	-Does not say "shhh" -Sings lullaby	-Tells everyone to lay down and sings a lullaby
Use the puppet to perform the Review in a clear and concise way	4.2 Review with Puppet	-Explains to class it's almost time to say goodbye so they should call out the puppet one last time -Announces the puppet wants to know what the class learned today -Reviews 3 key words in a musical way and instructs class to repeat	-Explains to class it's almost time to say goodbye so they should call out the puppet one last time -Announces the puppet wants to know what the class learned today -Reviews one key word in a musical way and instructs class to repeat	-Brings out puppet and reviews one word they learned without having class repeat it	-Skips review
<b>Section Total</b>					<b>/20</b>

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Teacher is able to:	Indicator	4 – Exceeds Expectations	3 – Meets Expectations	2 – Below Expectations	1 – Little or No Value
<b>Facilitate an upbeat Dance Party where everyone is dancing</b>	5.1 Dance Party	<ul style="list-style-type: none"> <li>-Asks who’s ready for a dance party to pump up the class</li> <li>-Teaches basic dance moves such as “hands up, hands down, make a turn, and a jump” in the foreign language</li> <li>-demonstrates dance moves with the class</li> <li>-Has CD player and song cued up</li> <li>-Has bubbles already prepared with solution in the dish in a place out of the reach of children</li> <li>-Plays music loudly</li> <li>-Dances with children – leads a conga line, announces dance moves that they practiced</li> <li>-Blows bubbles</li> </ul>	<ul style="list-style-type: none"> <li>-Teaches basic dance moves such as “hands up, hands down, make a turn, and a jump” in the foreign language</li> <li>-Plays music loudly</li> <li>-Dances with children – leads a conga line, announces dance moves that they practiced</li> <li>-Blows bubbles (except in Educational Alliance)</li> </ul>	<ul style="list-style-type: none"> <li>-Does not review dance moves</li> <li>-Plays music on low volume</li> <li>-Does not dance with the children</li> </ul>	<ul style="list-style-type: none"> <li>-Plays song on CD player and tell class to dance</li> </ul>
<b>Lead Goodbye Song in an extremely lively manner for a mommy and me class, and in a slow and calming way for a preschool class</b>	5.2 Goodbye Song	<ul style="list-style-type: none"> <li>-Keywords are taught clearly</li> <li>-Teacher instructs class to clap</li> <li>-Song is sung slowly to start, then steadily increases in speed</li> <li>-Class end with a fun, happy tone</li> </ul>	<ul style="list-style-type: none"> <li>-Keywords are taught clearly</li> <li>-Teacher instructs class to clap</li> <li>- Song is sung one time</li> </ul>	<ul style="list-style-type: none"> <li>-No keywords are taught</li> <li>-Teacher instructs class to clap</li> <li>-Song is sung once</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher sings song once</li> </ul>
<b>Distribute stickers or give stamps and make any important company announcements promoting other services and to engage on FB</b>	5.3 Branding	<ul style="list-style-type: none"> <li>-Teacher distributes stickers</li> <li>-In a preschool, teacher asks if a stamp is ok (if that’s all they have)</li> <li>-Teacher makes announcements about our bday party offerings, the Bilingual Birdies Band, our private classes, like us on FB, and tell their friends, and/or sign our enews sheet with their email</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher passes out stickers or stamp and asks parents to write their emails on our enews sheet</li> </ul>	<ul style="list-style-type: none"> <li>-No stickers or stamps are distributed and no announcements are made</li> </ul>	<ul style="list-style-type: none"> <li>-No stickers or stamps are distributed</li> </ul>
<b>Section Total</b>					<b>/20</b>

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