VanderCook Student Teacher Assessment

Student Name______________________________________________

School / Classes______________________________________________ Date________

Evaluator’s Name______________________________________________

☐ Self-Evaluation     ☐ Cooperating Teacher     ☐ Supervising Teacher

Use the continuum on the following pages to rate and comment on each standard. A score of distinguished should be reserved for the *truly distinguished*. This is a formative assessment. The goal is to become proficient in all areas.
Standard 1 – Teaching Diverse Learners
Standard: Understands how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

**Items to consider:**
- Demonstrates respect towards all children and understands the spectrum of student diversity
- Uses student information to design instruction to meet the needs of all learners
- Uses information about cultural diversity to enrich educational experiences.
- Adjusts music classes, lessons, and rehearsals to the age, experience, physical, cognitive, and emotional maturity of children.
- Helps students transfer previously learned knowledge and skill to new ideas.
- Introduces musical ideas at different levels of complexity.

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Standard 2 – Content Area and Pedagogical Knowledge
Standard: Understands the central concepts, method of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

**Items to consider:**
- Uses accurate vocabulary.
- Accurately demonstrates musical concepts, skills and processes.
- Accurately describes musical concepts, skills and processes.
- Uses accurate and precise conducting technique.
- Presents musical information in different ways.
- Promotes a high level of active student musical engagement.
- Selects age-appropriate music and methods.
- Provides accurate, frequent musical feedback.

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Standard 3 - Planning for Differentiated Instruction
Standard: Understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

**Items to consider:**
- Plans music classes and rehearsals. Prepares music scores.
- Selects music and methods evaluated for their usefulness and quality.
- Establishes high expectations for students
- Creates short and long term plans for student development
- Utilizes technology in planning lessons and rehearsal, i.e., computer technology, music amplification and recording technology, musical instrument and other audio-visual aids.

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Standard 4 - Learning Environment
Standard: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Items to consider:**
- Maintains proper class, rehearsal and lesson decorum.
- Organizes and arranges the physical environment in support of active and equitable musical instruction.
- Establishes rules and routines that promote attention and respect.
- Helps students work cooperatively.
- Provides appropriate feedback to students regarding their classroom behavior.

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**Standard 5 - Instructional Delivery**

Standard: Understands and uses a variety of instructional strategies to encourage students; development of critical thinking, problem solving, and performance skills.

**Items to consider:**
- Promotes analytical musical thinking, problem solving, and performance capabilities.
- Paces lessons and rehearsals in response to learner feedback.
- Varies role and instruction, facilitator, coach, and audience in relation to content.
- Uses a variety of presentations and representations of concepts and skills.
- Utilizes technology in delivering lessons and rehearsals.

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**Standard 6 – Reading, Writing, and Oral Communication**

Standard: Uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Items to consider:**
- Accurately asks questions, gives directions and responds to students.
- Written work is clear and coherent
- Is able to summarize and
- Challenges students in a supportive manner and provides constructive feedback.
- Listens and participates in conflict-resolution.
- Uses a variety of communication tools.

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### Standard 7 - Assessment

**Standard:** The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

**Items to consider:**
- Uses assessment to diagnose student problems, evaluate progress and prescribe instruction.
- Involves students in self-assessment.
- Maintains useful and accurate records of student work.
- Responsibly communicates progress to students and others.
- Uses technology to assess student progress.

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### Standard 8 - Collaborative Relationships

**Standard:** Understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support learning and well-being.

**Items to consider:**
- Develops relationships with music teachers and others in the school community in support of student learning, e.g. attends faculty and administrative meetings, attends school events.
- Works with others in the school to develop an effective learning climate.
- Works with parents/guardians in a professional manner.
- Uses community resources to help music students to explore career opportunities.

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**Standard 9 – Professionalism, Leadership and Advocacy**

Standard: Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

*Items to Consider:*
- Follows codes of professional conduct in school, rehearsals, music events and concerts.
- Dresses professionally and appropriately at school and in concert.
- Arrives promptly in the morning (or prior to concerts and other events) and remains present and helpful until all activities are completed.
- Uses class, rehearsal and concert observation; information about students; and knowledge of music education methods as sources for active reflection, evaluation and revision of practice.
- Seeks the feedback of other music educators and school professionals.
- Seeks the shares music, methods, and techniques with colleagues.

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**VanderCook College of Music Profile**

Standard: Demonstrates strength in character, professionalism in teaching, and excellence in music.

*Items to Consider:*
- A high level of musicianship
- Academic ability and diligence leading to a lifetime of learning
- Skill in the process of teaching
- Self-discipline and persistence
- Interpersonal and intrapersonal skills
- Good citizenship and personal integrity
- Building of pragmatic links with educational programs in diverse communities
- Professionalism in action, word, and appearance

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Cooperating or Supervising Teacher Signature

Student Teacher Signature