



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.*
- Works with other professionals and para-professionals to help students with special needs learn.*
- 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.*

Unsatisfactory 1 -----2	Basic 3-----4-----5	Proficient 6-----7-----8-----9	Distinguished 10
------------------------------------------	--------------------------------------	-------------------------------------------------	-----------------------------------

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.*

Unsatisfactory 1 -----2	Basic 3-----4-----5	Proficient 6-----7-----8-----9	Distinguished 10
------------------------------------------	--------------------------------------	-------------------------------------------------	-----------------------------------

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.

Unsatisfactory 1 -----2	Basic 3-----4-----5	Proficient 6-----7-----8-----9	Distinguished 10

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.

Unsatisfactory 1 -----2	Basic 3-----4-----5	Proficient 6-----7-----8-----9	Distinguished 10

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.

Unsatisfactory 1 -----2	Basic 3-----4-----5	Proficient 6-----7-----8-----9	Distinguished 10

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.

Unsatisfactory 1 -----2	Basic 3-----4-----5	Proficient 6-----7-----8-----9	Distinguished 10

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.

Unsatisfactory 1 -----2	Basic 3-----4-----5	Proficient 6-----7-----8-----9	Distinguished 10

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.

Unsatisfactory 1 -----2	Basic 3-----4-----5	Proficient 6-----7-----8-----9	Distinguished 10

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.

Follows school policies and procedures.

Respects professional boundaries when working with students, colleagues and families.

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 to share music, methods, and techniques with colleagues.

Unsatisfactory 1 -----2	Basic 3-----4-----5	Proficient 6-----7-----8-----9	Distinguished 10

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

Unsatisfactory 1 -----2	Basic 3-----4-----5	Proficient 6-----7-----8-----9	Distinguished 10

Cooperating or Supervising Teacher Signature

Date

Student Teacher Signature

Date