



VanderCook College of Music Student Teacher Assessment

Candidate's Name: _____

School/Class Observed: _____

Evaluator's Name: _____ Date: _____

Self-evaluation

Cooperating Teacher

Supervising Teacher

Use the continuum on the following pages to rate and comment on each category. 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.

This assessment is not designed as an "A, B, C, D" equivalent nor are student teachers expected to be highly proficient or distinguished during their experience. An effective student teacher should be working at a high basic or low proficient level.

The mission of VanderCook College of Music is to enrich the lives of present and future generations by developing uniquely skilled music teachers who exhibit strong character, professionalism, and a commitment to excellence.

Candidate's Signature:

Evaluator's Signature:

1. Excellence in Music

- a. Thinks and speaks intelligently about music
- b. Demonstrates strong conducting skills and/or piano skills (as applicable)
- c. Demonstrates strong diagnostic skills

Items to consider:

<p>Thinks and speaks intelligently about music</p> <ul style="list-style-type: none"> • <i>Musical terminology</i> • <i>Rhythmical concepts</i> • <i>Musical expression</i> • <i>Tone quality</i> • <i>Intonation</i> • <i>Technique</i> • <i>Promotes analytical musical thinking and problem solving</i> 	<p>Demonstrates strong conducting/piano skills</p> <ul style="list-style-type: none"> • <i>Beat patterns</i> • <i>Dynamics</i> • <i>Phrasing</i> • <i>Style</i> • <i>Transitions</i> • <i>Choral warm-ups</i> • <i>Song leading</i> • <i>Part playing & accompaniment</i> 	<p>Demonstrates strong diagnostic skills</p> <ul style="list-style-type: none"> • <i>Embouchure/vowel formation</i> • <i>Fingerings/sofleg</i> • <i>Articulation/diction/bowings</i> • <i>Error detection</i> • <i>Intonation</i> • <i>Range</i> • <i>Conceptual understandings</i>
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Unsatisfactory Basic Proficient Distinguished

1 2 3 4 5 6 7 8 9 10

Comments:

2. Professionalism in Teaching

- a. Learning environment
- b. Knowledge of students
- c. Planning for differentiated instruction
- d. Teaching Effectiveness

Items to consider:

<p>Learning environment</p> <ul style="list-style-type: none"> • <i>Maintains proper class decorum</i> • <i>Organizes physical environment to support learning</i> • <i>Establishes rules and routines that promote learning</i> • <i>Helps students work cooperatively</i> • <i>Provides appropriate feedback</i> 	<p>Knowledge of students</p> <ul style="list-style-type: none"> • <i>Uses student information to design instruction</i> • <i>Uses cultural information to enrich experiences</i> • <i>Helps students with special needs learn</i> • <i>Modifies instruction to reach all learners</i> • <i>Transfer previously learned knowledge</i> • <i>Introduces musical ideas at different levels of complexity</i> 	<p>Planning differentiated instruction</p> <ul style="list-style-type: none"> • <i>Plans music classes and rehearsals to fit level</i> • <i>Prepares music scores</i> • <i>Selects quality music and methods</i> • <i>Establishes high expectations</i> • <i>Creates short and long-term goals</i> • <i>Utilizes technology</i> 	<p>Teaching Effectiveness</p> <ul style="list-style-type: none"> • <i>Builds on student performances</i> • <i>Models and demonstrates</i> • <i>Engages students in learning</i> • <i>Promotes use of musical language</i> • <i>Encourages student discussions</i> • <i>Paces lessons based on student feedback</i>
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Unsatisfactory

1 2

Basic

3 4 5

Proficient

6 7 8

Distinguished

9 10

Comments:

3. Strength in Character

- a. Sensitive to diverse learners
- b. Respectful towards people and environments
- c. Positive role model
- d. Works well with others

Items to consider:

<p>Sensitive to diverse learners</p> <ul style="list-style-type: none"> • <i>Develops a global perspective</i> • <i>Is a reflective practitioner</i> • <i>Seeks feedback from students and colleagues</i> 	<p>Respectful towards people and environments</p> <ul style="list-style-type: none"> • <i>Strives to build good relationships</i> • <i>Demonstrates high level of personal integrity</i> • <i>Performs random acts of kindness</i> 	<p>Positive role model</p> <ul style="list-style-type: none"> • <i>Behaves, speaks, and dresses appropriately</i> • <i>Demonstrates flexibility</i> • <i>Follows school policies and procedures</i> 	<p>Works well with others</p> <ul style="list-style-type: none"> • <i>Understands how to work with parents, community, and colleagues</i> • <i>Seeks to understand different approaches and points of view</i>
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Unsatisfactory

Basic

Proficient

Distinguished

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Comments:

4. Assessment

- a. Assessment tools and strategies
- b. Analyzing student learning
- c. Engages in honest self-evaluation

Items to consider:

<p>Assessment tools and strategies</p> <ul style="list-style-type: none"> • <i>Uses formal and informal assessment</i> • <i>Uses technology to assess student progress</i> • <i>Uses assessment to diagnose problems, evaluate progress, and prescribe instruction</i> 	<p>Analyzing student learning</p> <ul style="list-style-type: none"> • <i>Maintains useful and accurate records of student work</i> • <i>Communicates progress to students and others</i> • <i>Asks variety of questions</i> 	<p>Engages in honest self-evaluation</p> <ul style="list-style-type: none"> • <i>Involves students in self-assessment</i> • <i>Uses student reflections to improve their learning</i> • <i>Uses self-reflections to improve teaching</i>
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Unsatisfactory

Basic

Proficient

Distinguished

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Comments: