Default Question Block

PURDUE
U N I V E R S I T Y.
FORT WAYNE

School of Education

Music Student Teaching FINAL Evaluation

As part of understanding what knowledge, skills, and dispositions our students possess, we are asking you to complete an end-of-clinical evaluation. This tool is comprised of three different parts. The first part is based on the music content standards for beginning teachers. The second part contains knowledge and skills as outlined by InTASC and CAEP, our accreditating body. The last part asks to you to consider the dispositions that are valued by the faculty at Purdue University Fort Wayne. In other words, these dispositions align with our Conceptual Framework. You will also be asked to provide a narrative summary of the Student Teacher's performance. Thank you in advance for the time you put into this evaluation -- it is very important to us and the Student Teacher.

Evaluation Information:

Date of Evaluation mm/dd/yyyy

Teacher Candidate (Student) Name

Teacher Candidate (Student) email

School

Grade Level

University Supervisor Name

University Supervisor email

Cooperating Teacher Name

Cooperating Teacher email

Number of students:

The person completing this form is:

○ Cooperating Teacher

○ University Supervisor

1a. Demonstrating Knowledge of Content

DISTINGUISHED	**PROFICIENT**	**BASIC**	**UNSATISFACTORY**
Teacher displays extensive knowledge of important concepts and the diverse music studied. Teacher has knowledge of how concepts and skills relate to one another,	Teacher displays solid knowledge of important concepts and diverse music studied. Teacher has an understanding of how concepts and skills relate to one another,	Teacher is familiar with important concepts and the music studied. Teacher displays a lack of understanding of how concepts and skills relate to one another	In planning and practice, teacher makes errors with regard to concepts and the music being studied, and does not correct errors made by students. Teacher's plans and

and an understanding of relationships between the music and other disciplines.

○

and is familiar with relationships between the music and other disciplines.

○

and of the relationships between the music and other disciplines.

○

practice display little understanding of how concepts and skills relate to one another and of the relationships between the music and other disciplines.

○

1b. Knowledge of Students

DISTINGUISHED
Teacher actively seeks and uses knowledge of students' levels of development, particularly with regard to music concepts, knowledge, and skills. Teacher seeks individual knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency from a variety of sources.

○

PROFICIENT
Teacher understands the active nature of student learning, and attains information about levels of development for groups of students, particularly with regard to music concepts, knowledge, and skills. Teacher purposefully seeks some individual knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency. This information is acquired for some individuals but mostly for groups of students.

○

BASIC
Teacher indicates the importance of understanding how student learn, and attains information about levels of development for the class as a whole. Teacher seeks general knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency as well as music proficiency for the class as a whole.

○

UNSATISFACTORY
Teacher demonstrates little or no understanding of how students learn, and attains minimal information about levels of development. Teacher does not seek knowledge or an understanding of students' backgrounds, cultures, interests, special needs, and language or music proficiency.

○

1e. Designing Coherent Instruction – Creating, performing, responding, and connection

DISTINGUISHED
Teacher's plans coordinate content knowledge and skill across creating, performing, and responding; show understanding of individual students' needs; and use available resources designed to engage all students in higher-level thinking.

○

PROFICIENT
Teacher's plans and use of resources align with learning outcomes and are suitable for the group of students. The learning activities are varied and represent different challenges for students, encompassing creating, performing, and responding.

○

BASIC
Some of the learning activities and materials are suitable to the instructional outcomes and directed to some of the Artistic Processes of creating, performing, and responding. There is evidence of some planning of the lesson with an effort of providing some variety, but lesson doesn't address individual student's needs.

UNSATISFACTORY
The learning activities and materials are poorly aligned to the instructional outcomes. There is little or no evidence of a lesson plan. Instructional outcomes are vague and not coherent.

○

○

1f. Designing Student Assessments – Formative and Summative, Formal and Informal

DISTINGUISHED
Assessments (i.e., formative, summative, formal, informal) are fully aligned with learning outcomes in creating, performing, and responding, and criteria are clearly defined. Assessments are authentic and provide opportunities for student choice and participation in designing the assessment for their own work. The use of formative assessment is well designed and includes use of the assessment information by both teacher and student.

○

PROFICIENT
Assessments are fully aligned with learning outcomes in creating, performing, and responding, and criteria are clearly defined. Assessment types are appropriate for the outcome being measured. The use of formative assessment is well designed.

○

BASIC
Some of the instructional outcomes are assessed, but others are not. Criteria and standards are vague, and may not address creating, performing, and responding. Teacher has plans to use formative assessments during instruction but they are not fully developed.

○

UNSATISFACTORY
Assessments do not match learning expectations and/or learning outcomes are not clearly defined. Teacher has no plan to incorporate formative assessment into instruction.

○

2a. Creating and Maintaining Respect and Rapport

DISTINGUISHED
Interactions between the music teacher and students, as well as among students, are very appropriate. Genuine sensitivity is apparent in regards to age-appropriateness of materials and activities; cultural backgrounds; and every different stage of development evidenced among the students. Interactions are very positive and are characterized by a genuine valuing of each student as an individual with unique musical contributions.

○

PROFICIENT
Interactions between the music teacher and students, as well as among students, are appropriate. Sensitivity is shown toward age-appropriateness of materials and activities, cultural backgrounds, and different stages of development. Interactions are positive and caring with only a few instances of impersonal interactions.

○

BASIC
Interactions between the music teacher and students, as well as among students, are generally appropriate but may reflect some inconsistencies and favoritism, particularly toward students with more developed musical ability. Some sensitivity toward age-appropriateness, cultural background, and different stages of development exist. Interactions are neutral, showing neither positive connections nor conflict.

○

UNSATISFACTORY
Interactions between the music teacher and students, as well as among students, are often negative and inappropriate. Sensitivity toward age-appropriateness, cultural background, and different stages of development is not evident. Disrespectful behavior, sarcasm, put-downs, or conflicts are observed between the music teacher and one or more students.

○

2c. Managing Classroom Procedures

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Efficient and effective classroom procedures and routines result in maximized instructional time. Students regularly assist teacher with management of instructional groups, transitions, and/or handling of music, instruments, and other materials and supplies. Students are self-initiating due to clearly taught routines.	Effective classroom procedures and routines result in minor interruptions to instructional time. Consistent teacher management of instructional groups, transitions, and or handling of music, instruments, and other materials and supplies is successful. Students need little prompting and assistance due to established routines.	Partially effective classroom procedures and routines cause some lost instruction time. Inconsistent teacher management of instructional groups, transitions, and/or effect handling of music, instruments, and other materials and supplies causes some disruption to learning. Established routines only occur with regular prompting and assistance.	Insufficient classroom procedures and routines cause an abundance of lost instructional time. Little to no evidence exists of teacher management of instructional groups, transitions, and/or effective handling of music, classroom instruments, and other materials and supplies. There is no evidence of students knowing or following any type of established routine.
○	○	○	○

2d. Managing Student Behavior

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Standards of conduct are clearly in place. Students monitor their own behavior, appropriately adjust to set standards. Strategies are respectful and sensitive to students and their needs.	Standards of conduct are established. Monitoring and influencing of student behavior during musical activities occurs, and responses to misbehavior are respectful, consistent, and fair.	Standards of conduct are established, but are inconsistently applied. Attempts are made to monitor and influence student behavior, but results aren't evident during classroom music-making.	No established standards of conduct are apparent with little to no monitoring student behavior. Responses given to students' misbehavior may be disrespectful to students' dignity.
○	○	○	○

3a. Communicating with Students

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Teacher's explanation of musical concepts is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. The teacher's spoken and written language is correct and expressive, and	The teacher's explanation of musical concepts and skills is well-scaffolded, clear and accurate; it connects with students' knowledge and experience. During the learning process, the teacher invites student intellectual engagement. The teacher's	The teacher's explanation of key musical concepts and/or skills contains minor errors, with some portions of the explanation being clear and other portions being less so. The teacher's explanation consists of a monologue, with no invitation to the students for	The teacher's explanation of key musical concepts and/or skills contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, used incorrectly or doesn't not

the teacher finds opportunities to extend students' vocabularies.

O

spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.

O

intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited or not fully appropriate to the students' ages and interests.

O

account for students' ages and interests.

O

3c. Engaging Students in Learning

DISTINGUISHED
The class structure results in some student-initiated questioning about the music and student suggestions about ways to revise or interpret the music being studied; students at times lead the music-making, and have time to be engaged in the artistic and intellectual basis of the music learning.

O

PROFICIENT
Pacing of the lesson provides most students with the time to be engaged in the artistic and intellectual basis of the music learning.

O

BASIC
Pacing of the class does not allow the students to be engaged in the artistic and intellectual basis of the music learning.

O

UNSATISFACTORY
The pace of the class is too slow or rushed. Few students are intellectually or artistically engaged the musical outcome.

O

3d. Using Assessment in Instruction

DISTINGUISHED
The teacher integrates assessment into the music class on an ongoing basis. Students seem aware of the musical criteria used, and seem to have contributed to the development of the musical interpretation at the basis of those criteria. Students apply these criteria to their own contributions and to the musical performance of the class as a whole. Ongoing feedback on progress toward musical goals, in both nonverbal and gestural or musical forms, is specific and

PROFICIENT
The teacher regularly assesses the class' and individual student's progress toward musical goals, and uses this assessment to provide students with accurate, specific feedback on aspects that need attention. Students are aware of the musical criteria used, and many apply these criteria to assessment of their own contributions. The teacher uses questions to determine student understanding of the music.

O

BASIC
Some assessment of the class' progress is made, in a way generally limited to identification of performance errors. Students are only partly aware of the musical standards applied, and few students assess their individual work or the progress of the class toward musical goals. The teacher does not use questions as an assessment technique, simply informing the students of the status of their work rather than attempting to determine student understanding of the music.

UNSATISFACTORY
There is little or no assessment or monitoring of student learning as evidenced by growth in the class's understanding of the learning at hand; the teacher either gives no guidance on improving students' knowledge and skills, or provides such guidance in a nonspecific way. Students are not aware of the musical standards applied, and do not attempt to identify the level of musical quality they are attaining. All evaluative comments concern group performance and

appropriate. The teacher
regularly uses questions to
determine student
understanding of the music.

○

understanding rather than
assessment of the individual's
growth.

○

4a. Reflecting on Teaching

DISTINGUISHED
Teacher specifically recognizes
learning and non-learning
moments, and is able to give
several examples of where
they could have used different
instructional strategies.
Teacher is also able to predict
the potential success of using
different musical strategies.

○

PROFICIENT
Teacher recognizes the
general points at which
learning occurred and where
learning did not occur and is
able to give specific musical
recommendations regarding
where the teaching episode
could be improved or changed.

○

BASIC
Teacher superficially
recognizes where learning
occurred, and that their
teaching was or was not
effective, and is able to give
vague or limited musical
recommendations about how
the teaching episode would be
improved upon.

○

UNSATISFACTORY
Teacher is not cognizant of
whether learning has occurred,
whether their teaching was
effective or ineffective, and / or
incorrectly perceives the
outcomes of the teaching
episode. The teacher cannot
offer any musical
recommendations to improve
the teaching episode.

○

4f. Showing Professionalism

DISTINGUISHED
Teacher is considered an
ethical leader by his/her
peers. Teacher makes efforts
to challenge negative attitudes
and practices, especially
toward traditionally
underserved students.

○

PROFICIENT
Teacher is trusted by his peers
(music educators and others),
and interactions are
transparent. Teacher sees that
students' needs are met.

○

BASIC
Teacher is open in interactions
with students, colleagues
(music educators and others),
and the community. Teacher
puts the needs of students first
when it is convenient.

○

UNSATISFACTORY
Teacher is dishonest in
interactions with students,
colleagues (music educators
and others), or the community.
Teacher does not put students'
needs first.

○

** You have completed Part 1. Please verify your answers before hitting the button below to continue to Parts 2 and 3.**

Part 2 - Unit-wide Assessment (CAEP/InTASC Stnds)

Learners & Learning

The candidate regularly assesses development and learning of each student and uses that information to scaffold to next levels.

InTASC #1

CAEP 1.1

Target	Acceptable	Unacceptable
Candidate regularly assesses learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to scaffold the next level of learning.	Candidate assesses, albeit inconsistently, learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to meet learners' needs.	Candidate infrequently assesses learning for individuals and group. Curriculum and instruction are selected without reference to learning characteristics.
○	○	○

Content Knowledge

Candidate uses technology effectively to achieve content-specific learning goals.

InTASC #5

CAEP 1.5

Target	Acceptable	Unacceptable
Candidate engages and involves students with different technologies to achieve specific learning goals in the content area(s). The technology tools or apps are used in such a way that students deepen their understanding of the content.	Candidate engages students in technologies that are connected to the specific learning goals for the content area(s).	Candidate emphasizes technologies that have limited utility for enriching learning in the content area(s).
○	○	○

Content Knowledge

Candidate engages students in making meaning of the content by examining it through diverse perspectives and personal responses.
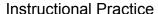
InTASC #4

CAEP 1.1

Target
Candidate engages students in discovering meaning of the content by questioning and analyzing ideas from diverse perspectives in content texts, materials, performances, and/or labs. Students are challenged to connect their personal responses to other larger meanings and critical stances in the content area.
○

Acceptable
Candidate engages students in making meaning of content texts, materials, performances, or labs by providing diverse materials and opportunities for personal response.
○

Unacceptable
Candidate provides content text, materials, performances, and/or labs from limited perspectives, thus restricting the students' ability to engage in making meaning. Or, candidates might over-emphasize students' personal responses to the content.
○

Instructional Practice

Candidate uses both formative and summative assessment to document learning.

InTASC #6

CAEP 1.1

Target
Candidate balances the use of formative and summative assessments, as appropriate, to support, verify, and document learning.
○

Acceptable
Candidate uses both formative and summative assessments to document learning.
○

Unacceptable
Candidate relies significantly on one assessment method over the other. Data are used to demonstrate what students do not know or are unable to do.
○

Instructional Practice

The candidate selects learning experiences that reflect curriculum goals and content standards while being relevant to learners.

InTASC #7

CAEP 1.1

Target
Candidate creates learning experiences that are meaningful to learners due to students' contextual variables and prior knowledge. The experiences also align to curriculum and content standards
○

Acceptable
Candidate selects learning experiences based on students' prior knowledge. The experiences also reflect curriculum and content standards, yet sometimes not directly.
○

Unacceptable
Candidate follows curriculum guides or sequence with minimal consideration to how meaningful experiences are for learners or for addressing content standards.
○

Instructional Practice

Candidate uses technology to ensure accessibility and relevance for all learners.

InTASC #8

CAEP 1.1

Target
Technology enhances the teaching and learning process in a way that is not achievable without it. Also, it is age-appropriate, matching ability levels, interests, and needs.
○

Acceptable
Technology selected is age-appropriate, matching ability levels, interests, and needs.
○

Unacceptable
Technology selected is appropriate for a subset of students.
○

Professional Responsibility

The candidate uses a variety of self-assessment strategies to analyze and reflect on his/her practice.

InTASC #9

CAEP 3.6

Target
Candidate creates a plan for reflecting on practices during and after instruction. The data gathered via the strategies are analyzed and used to make a variety of adaptations/ adjustments (e.g., organizational, instructional, materials, etc.) that benefit the students.
○

Acceptable
Candidate creates a plan for reflecting on practice after instruction occurs. The data gathered via the strategies are analyzed and used to make improvements to future instructional plans.
○

Unacceptable
Candidate reflects on practice in an unplanned, unsystematic way or only when prompted by someone to do so. Experiences are reflected on in a holistic manner without reference to specific data. In addition, the candidate may lack links between changes made and data collected.
○

Professional Responsibility

The candidate understands laws related to learners' rights and teacher responsibilities.

InTASC #9

CAEP 3.6

Target
Candidate understands and appropriately applies educational laws, especially confidentiality, requirements for reporting

Acceptable
Candidate demonstrates a firm understanding of educational laws, especially confidentiality, requirements for

Unacceptable
Candidate demonstrates misunderstandings or gaps in knowledge concerning educational laws, especially

child abuse and neglect and discrimination/ harassment/bullying. ○	reporting child abuse and neglect and discrimination/harassment/bullying. ○	confidentiality, requirements for reporting child abuse and neglect and/or discrimination/ harassment/bullying. ○

Professional Responsibility

The candidate demonstrates professional ethics and respect for others in the use of technology (e.g., learning management system, social media).

InTASC #9

CAEP 1.5

Target	Acceptable	Unacceptable
Candidate explicitly teaches and supports students' application of digital citizenship characteristics.When necessary, family members are notified in advance of classroom activities. ○	Candidate follows characteristics of digital citizenship when developing lesson plans that incorporate technology. Reminders or prompts for students are outlined. When necessary, family members are notified in advance of classroom activities. ○	Candidate does not acknowledge, support, or follow components of digital citizenship for self or students. Family members are not notified in advance of classroom activities when it was necessary. ○

You have completed Parts 1 and 2. Please verify your answers before hitting the button below to continue to Part 3.

Part 3: Unit-wide Disposition Assessment (CAEP/InTASC Stnds)

College of Professional Studies

Disposition Assessment

Indicator 1: DEMOCRACY & COMMUNITY: Builds a community based on belief that each **child/adolescent (c/a)** can learn to high levels.

InTASC #2

CAEP 3.3

Target
Communicates through words and actions that each c/a can learn to high levels. Communicates faith in values, strengths, and competencies of each c/a and family. Communicates high expectations through design and delivery of challenging curriculum and assessments that foster high-level skills for each c/a.

○

ACCEPTABLE
Communicates through words and actions that each c/a can learn to high levels. Communicates positive perspectives about c/a and families. Supplements prescribed curriculum with enrichment experiences that reflect some c/a's lives outside of school.

○

UNACCEPTABLE
Communicates through words and actions that some (not all) c/a can learn to high levels. Communicates negative perspectives about a c/a or families. Sets minimal expectations for c/a performance. Seeks minimal information about c/a's lives outside of school, usually in response to a problem.

○

Indicator 2: DEMOCRACY & COMMUNITY: Values diversity and uses it to create inclusive classroom.

InTASC # 2

CAEP 3.3

TARGET
Culturally responsive practices are evident in delivery of instruction. Works with children/adolescents to address injustices in curriculum, society, or own lives.

○

ACCEPTABLE
Creates a curriculum that demonstrates valuing diverse groups through classroom materials, activities, and assignments.

○

UNACCEPTABLE
A single perspective dominates classroom materials, activities, and assignments.

○

Indicator 3: HABITS OF MIND: Relentless in belief about the importance of teachers using critical thinking, reflection, and professional development to grow as a teacher.

InTASC # 9

TARGET
Independently reflects on effectiveness of teaching by asking critical questions. Approaches professional growth from a critical thinking, inquiry perspective. Seeks out opportunities within learning environment to grow as a professional.

○

ACCEPTABLE
Makes changes to practices in response to feedback. Participates in professional development opportunities, including professional learning communities, scholarly endeavors, and/or teacher research.

○

UNACCEPTABLE
Overly dependent on feedback from others OR disregards feedback provided. Actively avoids engaging intellectually in professional development opportunities

○

Indicator 4: HABITS OF MIND: Committed to designing meaningful, intellectually engaging curriculum.

InTASC # 7

CAEP 3.3

TARGET

Makes c/a's habits of mind visible through inquiries or investigations (critiquing, questioning, analyzing, evaluating). Ties together multiple concepts so that similarities and differences are understood by c/a.

○

ACCEPTABLE

Creates a context that is supportive in developing c/a's habits of mind. Encourages multiple pathways for solving problems. Judiciously utilizes worksheets or tests.

○

UNACCEPTABLE

Engages in behaviors that result in intellectual dependency of c/a, for example, show, tell, and demonstrate. Teaches one way to solve a problem and accepts only that method. Follows teaching manual, curriculum guides, or colleagues without evaluating potential engagement levels by c/a's.

○

Indicator 5: ADVOCACY:

Willingness to collaborate to help each child learn.

InTASC # 9

CAEP 3.3

TARGET

Collaborates with family members and other teachers to create innovative solutions that support each child's/ adolescent's success.

○

ACCEPTABLE

Coordinates actions with colleagues to meet students' learning needs.

○

UNACCEPTABLE

Important educational decisions are made independently without communicating with family members or colleagues.

○

Indicator 6: ADVOCACY: Persistent in advocating for and promoting the profession.

InTASC # 10

CAEP 3.3

TARGET

Advocates for the profession by speaking or acting publically on issues facing schools, teachers, families, students, or communities.

○

ACCEPTABLE

Projects positive view of profession when communicating with others about children, adolescents, families, colleagues, or the profession.

○

UNACCEPTABLE

Initiates or adds to negativity about c/a, families, colleagues, or profession, projecting a negative view of the profession to others.

○

COMMENTS - FOR FINAL EVALUATION ONLY:

This is the most important part of the rating of the student teacher. This narrative summary should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness to be a first-year teacher. The summary should include your recommendation of the student teacher's potential as a member of the profession. Please remember that many times candidates are required to include this as part of their job application packet.

Final Recommendation

○ Recommend for licensing

○ Recommend for licensing with reservations

○ I do not recommend for licensing

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