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UCONN Neag Music Education Student Teaching Evaluation Form

<u>**Guide for Midterm Grade:**</u> A letter grade is not issued on the midterm evaluation, but if a teacher candidate has more than five #1's, the University Supervisor and Cooperating Teacher need to work together with the student to create an Action Plan. Also, Dr. Robin Hands, Director of School-University, must be contacted: robin.hands@uconn.edu with this information.

<u>**Guide for Final Grade:**</u> *Because satisfactory progress is the target for this learning experience, teacher candidates need to aim for the number 2 as they seek to meet each standard.* On the final, if the teacher candidate has mostly #2's and five or more #3's ("Making Outstanding Progress"), s/he will receive a grade of A. If the candidate has **predominantly** #2's, a grade of A- is awarded. If the candidate has mostly #2's and three #1's, s/he will receive a B+. If the candidate has four #1's, s/he will receive a grade of B and if five or more #1's, the teacher candidate will receive a grade of B- or below.

The development of this form was based on the Connecticut Common Core of Teaching and standards promoted by the National Council of Teachers of English (NCTE). The following critical information has been communicated and is recorded here for your reference.

1. Teachers apply knowledge by:
a. **Planning** – Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community and create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students.
b. **Instructing** – Teachers create a positive learning environment, use effective verbal, nonverbal and media communication techniques, and create and facilitate instructional opportunities to support students' academic, social and personal development.
c. **Assessing and Adjusting** – Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.
2. Teachers demonstrate professional responsibility through:
a. **Professional and Ethical Practice** – Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.
b. **Reflection and Continuous Learning** – Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
c. **Leadership and Collaboration** – Teachers demonstrate a commitment to their students and a passion for improving their profession.

We use a teacher candidate evaluation rubric with the content-specific standards embedded for all subject areas.

<u>**Directions for Final Grade Submission:**</u>
University Supervisor: At the final 3-way meeting, the university supervisor will facilitate discussion and reaching of consensus in relation to teacher candidate's scores for each standard below. ***The university supervisor will enter the candidate's scores on a form that will be sent to his/her email address. Once the form is electronically submitted, an electronic copy will be sent to the emails of the following people: teacher candidate, cooperating teacher, university supervisor, seminar leader, faculty advisor, and TE office.

Special Directions: At the midterm, you will be given the option of an N/A in the "standard" box to

indicate that the teacher candidate has not yet had an opportunity to address the standard.

Teacher Candidate: In preparation for the final 3-way meeting, the teacher candidate will use the rubric and the CT Common Core of Teaching to evaluate his/her own progress.

Cooperating Teacher: Prior to the final 3-way meeting, the cooperating teacher will complete a hard copy of the Practicum Final Evaluation with Summary Comments for each CT Common Core of Teaching Standard.

University Supervisor: At the final 3-way meeting, the university supervisor will facilitate discussion and reaching of consensus in relation to the teacher candidate's scores for each standard below, as well as a holistic score for each of the three CT Common Core of Teaching Standards. The university supervisor will enter the intern's scores electronically on a form that will come in an email from the Neag School of Education's Assessment Office.

Scoring: Scoring of each standard should be guided by referring to the "Professional Practices Observation Tool"
3 – Teacher Candidate is making outstanding progress in meeting this standard.
2 = Teacher Candidate is making satisfactory progress in meeting this standard.
1 = Teacher Candidate is not making satisfactory progress in meeting this standard.

Student Teacher/Candidate Name:

First

Last

Cooperating Teacher Name:

First and Last:

University Supervisor Name:

First and Last:

District of Student Teaching:

○ Bolton	○ Plainfield	○ Willington
○ East Hartford	○ Regional School District #19	○ Windham
○ Glastonbury	○ South Windsor	○ Windsor
○ Hartford	○ Tolland	○ Woodstock
○ Killingly	○ Vernon	○ Other (please specify):
○ Manchester	○ West Hartford	

Name of School:

[   ]

Grade Level Placement (check all that apply).

☐K   ☐3   ☐6   ☐9   ☐12

☐1   ☐4   ☐7   ☐10   ☐Ungraded

☐2   ☐5   ☐8   ☐11

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1 = Teacher Candidate is not making satisfactory progress in meeting this standard.
N/A = Teacher Candidate has not yet had the opportunity to address this standard.

CT Common Core of Teaching II - Teachers Apply This Knowledge by Planning, Instructing, Assessing, and Adjusting

	3	2	1
1. Plans and implements instruction based on knowledge of the academic principles, essential music concepts, respect for language diversity and learning and teaching strategies appropriate to the discipline of music	○	○	○
2. Responds to the group or individual student's levels of musical understanding while teaching	○	○	○
3. Plans and implements music instruction based on knowledge of the community context and of students as a group and as individuals	○	○	○
4. Constructs music lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning	○	○	○
5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply musical knowledge and skills to real world problems	○	○	○
6. Plans and implements instruction based on music national and state curriculum frameworks and classroom curricular goals	○	○	○
7. Activates students' prior musical knowledge and experience	○	○	○
8. Asks questions and implements methods that encourage students to think critically	○	○	○
9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance	○	○	○
10. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students' music learning	○	○	○
11. Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of musical knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on music learning	○	○	○

Scoring: Scoring of each standard should be guided by referring to the "Professional Practices

Observation Tool"
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CT Common Core of Teaching II - Teachers Apply This Knowledge by Planning, Instructing, Assessing, and Adjusting

	3	2	1
12. Uses informal and formal assessment data to modify music instruction and to plan appropriate lessons, including purposeful choices regarding group formations	○	○	○
13. Sequences learning tasks into coherent units of instruction derived from the music curriculum in an effort to effectively scaffold student learning	○	○	○
14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques	○	○	○
15. Documents student music learning in both ongoing and summative ways and provides students with this feedback	○	○	○
16. Implements effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration among students and responses to varied forms of musical media	○	○	○
17. Uses musical works representing a broad spectrum of historical and contemporary musical genres	○	○	○
18. Draws upon a range of musical works to enhance students' understanding and appreciation notated and aural music and the relationship between symbols and meaning	○	○	○
19. Articulates using acceptable and appropriate oral and written expressions	○	○	○
20. Draws on composing and improvising processes to enable students to create in developmentally appropriate ways	○	○	○
21. Teaches students a variety of strategies to comprehend, interpret, appreciate and respond to music	○	○	○
22. Demonstrates the interrelation of singing, moving, playing instruments, listening, reading, notating, and composing as interrelated dimensions of music learning	○	○	○
23. Exhibits an understanding of the influence of language and visual images on music thinking and composing	○	○	○

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N/A = Teacher Candidate has not yet had the opportunity to address this standard.

CT Common Core of Teaching III: Teachers Demonstrate Professional Responsibility Through:
Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration

	3	2	1
24. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' music learning	○	○	○
25. Collaborates with a variety of faculty members in the school community to support students' music learning and well-being	○	○	○
26. Reflects critically on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions and draw upon music research and theory in an effort to inform and shape practice	○	○	○
27. Seeks out and participates in opportunities to grow professionally	○	○	○

Teachers have knowledge of students, content, and pedagogy regarding planning, instructing, assessing, and adjusting.

What 2-4 strengths did the student teacher candidate possess in this area?

What are 2-4 areas for improvement for the student teacher candidate in this area?

Teachers have knowledge of students, content, and pedagogy regarding the professional and ethical practice, reflection and continuous learning, leadership, and collaboration.

What 2-4 strengths did the student teacher candidate possess in this area?

What are 2-4 areas for improvement for the student teacher candidate?

Final Grade:

Guide for Final Grade: *Because satisfactory progress is the target for this learning experience, teacher candidates need to aim for the number 2 as they seek to meet each standard.* On the final, if the teacher candidate has mostly #2's and five or more #3's ("Making Outstanding Progress"), s/he will receive a grade of A. If the candidate has **predominantly** #2's, a grade of A- is awarded. If the candidate has mostly #2's and three #1's, s/he will receive a B+. If the candidate has four #1's, s/he will receive a grade of B and if five or more #1's, the teacher candidate will receive a grade of B- or below.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
○	○	○	○	○	○	○	○	○	○	○	○

By clicking the button below to continue, your response will be recorded and submitted as a final response. Please take a moment to check your answers before proceeding.