UCONN Neag Music Education Student Teaching Evaluation Form

The development of this form was based on standards promoted by the National Association of Schools of Music (NASM), InTASC Standards adopted by the Council for the Accreditation of Educator Preparation (CAEP), and the Connecticut Common Core of Teaching (CCCT). The CCCT has been summarized here for your reference.

A. Teachers apply knowledge by…
1. **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.
2. **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.
3. **Assessing and Adjusting** – Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.

B. Teachers demonstrate professional responsibility through…
1. **Professional and Ethical Practice** – Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.
2. **Reflection and Continuous Learning** – Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
3. **Leadership and Collaboration** – Teachers demonstrate a commitment to their students and a passion for improving their profession.

C. Items identified in the CT Common Core of Teaching that are common to all student in the Neag School of Education teacher preparation programs.

Directions

Teacher candidates will have a formal review of their progress at the midterm and final using a **hard copy** of the IB/M Student Teaching Evaluation Form. **It is the responsibility of the teacher candidate and cooperating teacher to complete this form before the university supervisor arrives for the evaluation.** The scores on the evaluation form should represent a consensus between the cooperating teacher and the teacher candidate. At the midterm and final evaluation, the cooperating teacher and teacher candidate will walk the university supervisor through the evaluation form noting the teacher candidate's strengths and areas of growth. The university supervisor will also note the strengths and weaknesses they have observed, make additional comments on the form, and negotiate any disagreements in scores between the cooperating teacher and the teacher candidate. The university supervisor will complete and submit the on-line evaluation form based on that consensus.

A three-point scale will be used to evaluate the teacher candidate:

Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)

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Follow Up
Within two weeks after the due date, the student, cooperating teacher, university supervisor, and advisor will receive a PDF of the completed form. If you do not receive this email in two weeks and you have checked your junk mail folder, please contact teachered-surveys@uconn.edu.

Grading
Midterm: A letter grade is not issued on the midterm evaluation, and there will be a column added to indicate that the practice being evaluated may not yet have been observed. However, if a teacher candidate has more than five #1's, the University Supervisor and/or Cooperating Teacher need to contact Robin Hands, Ed.D., Director of School-University Partnerships (robin.hands@uconn.edu) in order to work with the teacher candidate to create an Action Plan.

Final: *"Target" is developmentally appropriate for this learning experience; therefore, teacher candidates need to aim for a minimum rating of "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," 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.

Participating Individuals: *(Signatures are not required on electronic form submitted by the University Supervisor)*

Teacher Candidate (please print): _____   Signature: _____

Cooperating Teacher (please print): _____   Signature: _____

University Supervisor (please print): _____   Signature: _____

School District: _____ School: _____   Grade Level Placement: _____

Program: *IB/M, Storrs*

Concentration Area/Field of Study: *Music Eduation*

Circle or Highlight One: Midterm   Final   Grade **(only enter for Final)**: _____

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CT COMMON CORE OF TEACHING: II Teachers Apply This Knowledge By: Planning, Instructing, Assessing and Adjusting	Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)
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 NASM I. 3.b.c	Knowledge and use of music academic content, essential musical concepts, and appropriate learning and teaching strategies are weak; language diversity is not respected	Makes deliberate attempts to implement instruction based on knowledge of academic principles, essential musical concepts, respect for language diversity and learning and teaching strategies appropriate to the discipline of music	Effectively implements instruction based on knowledge of academic principles, essential musical 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 NASM I.3.c.d.	Finds it challenging to respond to the group or individual student's levels of musical understanding while teaching	Increasingly responds to the group or individual student's levels of musical understanding while teaching	Regularly 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 NASM I.3.c.d.	Does not plan and implement music instruction based on knowledge of the community context and of students as a group and as individuals	Makes deliberate attempts to plan and implement music instruction based on knowledge of the community context and of students as a group and as individuals	Effectively 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 NASM I.3.d.	Shows lack of understanding of students' different developmental levels and approaches to learning and rarely constructs music lessons that are adapted to meet diverse student needs	Shows increasing understanding of students' different developmental levels and approaches to learning and often constructs music lessons that are adapted to meet diverse student needs	Demonstrates accurate understanding of students' different developmental levels and approaches to learning and routinely constructs music lessons that are adapted to meet diverse student needs
5. Connects interdisciplinary concepts, procedures, and applications to build	Has difficulty connecting interdisciplinary concepts, procedures, and applications to	Is working on connecting interdisciplinary concepts, procedures, and applications to	Regularly connects interdisciplinary concepts, procedures, and applications to

understanding and to help students apply musical knowledge and skills to real world problems NASM I.3.a	build understanding and to help students apply musical knowledge and skills to real world problems	build understanding and to help students apply musical knowledge and skills to real world problems	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 NASM I.3.a	Has difficulty planning instruction based on music national and state curriculum frameworks and classroom curricular goals	In most instances, plans instruction based on music national and state curriculum frameworks and classroom curricular goals	Consistently plans instruction based on music national and state curriculum frameworks and classroom curricular goals
7. Activates students' prior musical knowledge and experience NASM I.3.c	Seldom activates students' prior musical knowledge and experience	Often activates students' prior musical knowledge and experience	Regularly activates students' prior musical knowledge and experience
8. Asks questions and implements methods that encourage students to think critically NASM I.3.d	Rarely asks questions and implements methods that encourage students to think critically	Works diligently to ask questions and implement methods that encourage students to think critically	Habitually 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 NASM 1.3.d	Randomly and rarely provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance	Attempts to provide some opportunities for students to solve problems, explain their thinking, and evaluate their own performance	Purposefully and frequently 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 NASM I.3.d	Demonstrates little initiative in seeking out and using resources from a variety of sources to create meaningful and challenging music curriculum	In some instances, seeks out and uses resources from a variety of sources to create meaningful and challenging music curriculum	Actively seeks out and uses resources from a variety of sources to create meaningful and challenging music curriculum

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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 NASM 1.3.d	Has difficulty creating a respectful, supportive, and challenging environment that supports individual student's development, construction of musical knowledge, and motivation to learn; constrained by limited knowledge of child and/or adolescent development and understanding of the multiple interacting influences on music learning	Usually 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 adequate knowledge of child and/or adolescent development and beginning understanding of the multiple interacting influences on music learning	Routinely 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
12. Uses informal and formal assessment data to modify music instruction and to plan appropriate lessons, including purposeful choices regarding group formations NASM 1.3.d	Rarely uses informal and formal assessment data to modify music instruction, to plan appropriate lessons, or to make purposeful decisions about group formations	On some occasions, uses informal and formal assessment data to modify music instruction, to plan appropriate lessons, and to make purposeful decisions about group formations	Consistently uses informal and formal assessment data to modify music instruction, to plan appropriate lessons, and to make purposeful decisions about group formations
13. Sequences learning tasks into coherent units of instruction derived from the music curriculum in an effort to effectively scaffold student learning NASM I.3.c.d.	Does not intentionally sequence learning tasks into coherent units of instruction derived from the music curriculum in an effort to effectively scaffold student learning	Attempts to deliberately sequence learning tasks into coherent units of instruction derived from the music curriculum in an effort to effectively scaffold student learning	Purposely and effectively 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 NASM I.3.a	Has difficulty creating positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques	Attempts to create positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques	Routinely creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques

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15. Documents student music learning in both ongoing and summative ways and provides students with this feedback NASM I.3.d	Is not systematically documenting student music learning in both ongoing and summative ways and rarely provides students with this feedback	Is beginning to systematically document student music learning in both ongoing and summative ways and often provides students with this feedback	Systematically 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 NASM I.3.a	Rarely implements effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration among students or responses to varied forms of musical media	Is learning to implement effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration among students and responses to varied forms of musical media	Consistently 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 NASM I.3.c	Shows little knowledge of varied works representing a spectrum of musical genres	Demonstrates adequate knowledge of literary works representing a spectrum of both historical and contemporary musical genres	Demonstrates an in-depth knowledge of and ability to teach 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 NASM I.3.c	Shows little knowledge or application of ability to enhance students' understanding and appreciation of music as an aural, oral, and notated art	Knows and uses a variety of teaching applications ability to enhance students' understanding and appreciation of music as an aural, oral, and notated art	Demonstrates an in-depth knowledge of and ability to enhance students' understanding and appreciation of music as an aural, oral, and notated art
19. Articulates using acceptable and appropriate oral and written expressions NASM I.3.a	Spoken or written language contains grammatical and/or syntactical errors; vocabulary is developmentally inappropriate or vague	Spoken and written language is grammatically and syntactically correct; vocabulary is developmentally appropriate and enhances student understanding of musical content	Spoken and written language is grammatically and syntactically correct; vocabulary is developmentally appropriate, creative, prescriptive and specifically enhances student understanding of musical content

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20. Draws on composing and improvising processes to enable students to create in developmentally appropriate ways NASM I.3.b.c	Demonstrates infrequent use of composing and improvising processes to teach students	Demonstrates some ways to teach students composing and improvising processes that enable them to create in developmentally appropriate ways	Demonstrates a variety of ways to teach students composing and improvising processes that enable them to create in developmentally appropriate ways
21. Teaches students a variety of strategies to comprehend, interpret, appreciate and respond to music NASM I.3.a.b.c.	Reflects limited knowledge and teaches few strategies to students	Reflects knowledge of a variety of strategies and teaches students to use these strategies	Engages students in a wide variety of learning strategies to interpret, evaluate, respond to, and appreciate music
22. Demonstrates the interrelation of singing, moving, playing instruments, listening, reading, notating, and composing as interrelated dimensions of music learning NASM I.3.a.b.c.	Shows little understanding of interrelation of singing, moving, playing instruments, listening, reading, composing as interrelated dimensions of music learning	Demonstrates interrelation among singing, moving, playing instruments, listening, reading, composing as interrelated dimensions of music learning	Engages all students in 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 NASM I.3.c	Demonstrates a lack of understanding of the influence that language and visual images have on music thinking and composing	Reflects an understanding of the influence of language and visual images on music thinking and composing	Creates opportunities for students to demonstrate the influence of language and visual images on their music thinking and composing

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CT COMMON CORE OF TEACHING: III Teachers Demonstrate Professional Responsibility Through: Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration	Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)
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 NASM I.3.a	Does not take initiative to communicate with families in supportive and empowering ways, establish respectful and collaborative relationships with families, and involve families in students' music learning	Makes attempts at communicating with families in supportive and empowering ways, establishing respectful and collaborative relationships with families, and involving families in students' music learning	Creates frequent 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 NASM I.3.a	Seldom collaborates with faculty members in the school community to support students' music learning and well-being	Occasionally collaborates with faculty members in the school community to support students' music learning and well-being	Regularly 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 NASM I.3.a	Rarely reflects critically on his/her own practice and infrequently uses reflection to grow and change practice; is seldom willing to ask probing questions or consult music research or theory	Often reflects critically on his/her own practice and regularly uses reflection to grow and change practice; is often willing to ask probing questions and occasionally draws upon music research and theory in an effort to inform practice	Consistently reflects critically on his/her own practice and constantly uses reflection to grow and change practice; is routinely willing to ask probing questions and regularly draws upon music research and theory in an effort to inform and shape practice
27. Seeks out and participates in opportunities to grow professionally NCTE/NCATE 2.3, 3.7.2	Rarely seeks out and participates in opportunities to grow professionally	Usually seeks out and participates in opportunities to grow professionally	Exceeds expectations in seeking out and participating in opportunities to grow professionally

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Common Student Teaching Evaluation Items			
CT COMMON CORE OF TEACHING: Planning	**Score 1: Emerging (Awareness, articulation, identification)**	**Score 2: Target (Puts into practice, implements)**	**Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)**
Common Planning Item: Candidate aligns learning goals to state and national content standards and communicates learning goals to students.	Articulates state and national content standards and develops learning goals consistent with content standards and student development.	Uses learning goals that reflect content standards and student development to design appropriate educational activities; communicates goals to students.	Reflects on learning goals and links them closely to educational activities. Goals set high expectation for all students.
Common Planning Item: Candidate organizes and sequences curriculum and instruction to support all students' learning.	Articulates key elements of curriculum sequencing and demonstrates awareness of the importance of planned lesson organization to support and enhance student learning.	Uses subject matter knowledge to consistently organize units of instruction in a sequence that promotes student understanding and mastery of key ideas.	Reflects on units of instruction and student/classroom progress to make design improvements that integrate goals, standards, and educational activities in a cohesive sequence to promote student understanding of key ideas.
CT COMMON CORE OF TEACHING: Instructing	**Score 1: Emerging (Awareness, articulation, identification)**	**Score 2: Target (Puts into practice, implements)**	**Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)**
Common Instruction Item: Candidate engages learners in relevant learning experiences using best practices from their discipline(s).	Understands and can articulate the relationship between research-based methods and information about students' diverse needs in the development of good instructional practice.	Uses research-based educational practices that are responsive to students' diverse backgrounds including disabilities, limited English proficiency, and cultural experiences to design lessons. Implements instructional	Seeks out and utilizes a variety of subject-area best practices that are targeted to student/class-wide needs, helping students to access and build upon prior knowledge, interests, instructional, and linguistic

		strategies that reflect this connection.	needs to extend student understanding. Reflects on educational practices and makes changes to those practices based upon research base as well as knowledge of students' diverse needs and experiences.
Common Technology Item: Candidate uses developmentally and discipline-appropriate technology to support student learning.	Identifies technologies that are appropriate to a given instructional situation based upon understanding of content knowledge, curriculum design, standards, and students' unique needs.	Utilizes developmentally and discipline-appropriate technology to support and enhance student learning.	Reflects on how to use developmentally and discipline-appropriate technology to best meet student/class specific needs in order to support and enhance student learning.
CT COMMON CORE OF TEACHING: **Assessing**	**Score 1:** **Emerging (Awareness, articulation, identification)**	**Score 2:** **Target (Puts into practice, implements)**	**Score 3:** **Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)**
Common Assessing Item: Candidate collects and uses data from appropriate assessments to monitor student learning and guide practice.	Candidate recognizes the use of data collection from appropriate assessments for monitoring student learning and for guiding practice.	Candidate collects and uses data from appropriate assessments to monitor student learning and guide practice.	Candidate collects, uses and analyzes data from appropriate assessments to monitor student learning and adjust his or her practice accordingly.
CT COMMON CORE OF TEACHING: **Professional and Ethical Practice and Development**	**Score 1:** **Emerging (Awareness, articulation, identification)**	**Score 2:** **Target (Puts into practice, implements)**	**Score 3:** **Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)**
Common Diversity Item: Candidate responds to individual differences and diverse families, cultures and communities to promote inclusive and equitable learning experiences.	Candidate recognizes the importance of external factors outside the classroom and school that affect student learning.	Candidate develops work plans and responds to students in ways that demonstrate an understanding of the influence of external factors outside the classroom and school.	Candidate develops and makes adjustments to work plans and relationships with students that reflect an understanding of the influence of external factors on student learning.

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Common Professionalism Item: Candidate acts according to professional standards.	Aware of professional organizations and can articulate standards associated with their area of expertise.	Incorporates professional standards into written work and discussions.	Extends own professional practice by reflecting on professional literature and analyzing relevance and connection to own practice.
Common Professionalism Item: Candidate engages in ongoing professional learning designed to further teacher knowledge and to support the needs of learners, schools, and communities.	Identifies professional learning opportunities and can articulate their potential impact on professional growth	Incorporates new knowledge and skills from professional learning opportunities into written work and discussions.	Extends own professional practice by reflecting on professional learning opportunities and engaging in a professional organization or professional workshops, seminars, and/or conferences.

Cooperating Teacher writes a summary comment about the teacher candidate's progress toward each standard in preparation for final 3-way meeting. University Supervisor can add to the summary comments, as needed.

CT Common Core of Teaching	Summary Comments
I. Teachers have knowledge of students, content and pedagogy regarding planning, instructing, assessing and adjusting. What strengths does the teacher candidate possess in these areas? What improvement can the teacher candidate make in these areas?	

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II. Teachers have knowledge of students, content and pedagogy regarding professional and ethical practice, reflection and continuous learning, leadership and collaboration. What strengths does the teacher candidate possess in these areas? What improvement can the teacher candidate make in these areas?	
Comments:	