

**University of Florida
Music Education
Student Teacher Assessment Form**

Pre-service Teacher: _____ Date: _____

Cooperating Teacher: _____

School: _____ Instructional Setting: _____

Ratings are determined from written lesson plans, observations of teaching, and other interactions with the student teacher. The goal is for the student teacher to be rated “accomplished” at the end of his/her placement. Accomplished can be defined as being at the level necessary to begin a professional teaching career. A rating of “exceptional” (4) should be used sparingly, only assigned in instances where the student teacher is truly exceptional.

NA = Unable to determine 1 = Unsatisfactory 2 = Developing 3 = Accomplished 4 = Exceptional

1. INSTRUCTIONAL DESIGN AND PLANNING

The pre-service teacher:

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|--|----|---|---|---|---|
| a. aligns instruction with state-adopted standards at the appropriate level of rigor. | NA | 1 | 2 | 3 | 4 |
| b. sequences lessons and concepts to ensure coherence and required prior knowledge. | NA | 1 | 2 | 3 | 4 |
| c. designs instruction for students to achieve mastery. | NA | 1 | 2 | 3 | 4 |
| d. selects appropriate formative assessments to monitor learning | NA | 1 | 2 | 3 | 4 |
| e. Uses diagnostic student data to plan lessons | NA | 1 | 2 | 3 | 4 |
| f. develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. | NA | 1 | 2 | 3 | 4 |

2. THE LEARNING ENVIRONMENT

The pre-service teacher:

- | | | | | | |
|---|----|---|---|---|---|
| a. organizes, allocates, and manages the resources of time, space, and attention. | NA | 1 | 2 | 3 | 4 |
| b. manages individual and class behaviors through a well-planned management system. | NA | 1 | 2 | 3 | 4 |
| c. conveys high expectations to all students. | NA | 1 | 2 | 3 | 4 |
| d. respects students’ cultural, linguistic and family background. | NA | 1 | 2 | 3 | 4 |
| e. models clear, acceptable oral and written communication. | NA | 1 | 2 | 3 | 4 |
| f. maintains a climate of openness, inquiry, fairness and support. | NA | 1 | 2 | 3 | 4 |
| g. integrates current information and communication technologies | NA | 1 | 2 | 3 | 4 |
| h. adapts the learning environment to accommodate the differing needs and diversity of students. | NA | 1 | 2 | 3 | 4 |
| i. utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions & achieve their educational goals. | NA | 1 | 2 | 3 | 4 |

3. INSTRUCTIONAL DELIVERY AND FACILITATION

The pre-service teacher:

- | | | | | | |
|--|----|---|---|---|---|
| a. delivers engaging and challenging lessons. | NA | 1 | 2 | 3 | 4 |
| b. deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. | NA | 1 | 2 | 3 | 4 |
| c. identifies gaps in students' subject matter knowledge. | NA | 1 | 2 | 3 | 4 |
| d. modifies instruction to respond to preconceptions or misconceptions. | NA | 1 | 2 | 3 | 4 |
| e. relates and integrates the subject matter with other disciplines and life experiences. | NA | 1 | 2 | 3 | 4 |
| f. employs higher order questioning techniques. | NA | 1 | 2 | 3 | 4 |
| g. applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. | NA | 1 | 2 | 3 | 4 |
| h. differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students. | NA | 1 | 2 | 3 | 4 |
| i. supports, encourages, and provides immediate and specific feedback to students to promote student achievement. | NA | 1 | 2 | 3 | 4 |
| j. utilizes student feedback to monitor instructional needs and to adjust instruction. | NA | 1 | 2 | 3 | 4 |

4. ASSESSMENT

The pre-service teacher:

- | | | | | | |
|--|----|---|---|---|---|
| a. analyzes and applies data from multiple assessments to diagnose students' learning needs and inform instruction based on those needs. | NA | 1 | 2 | 3 | 4 |
| b. designs & aligns formative & summative assessments that match learning objectives and lead to mastery. | NA | 1 | 2 | 3 | 4 |
| c. uses a variety of assessment tools to monitor student progress, and learning gains. | NA | 1 | 2 | 3 | 4 |
| d. modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge. | NA | 1 | 2 | 3 | 4 |
| e. shares the importance and outcomes of student assessment data with the student and the student's parent /caregiver(s). | NA | 1 | 2 | 3 | 4 |
| f. applies technology to organize and integrate assessment information. | NA | 1 | 2 | 3 | 4 |

5. CONTINUOUS PROFESSIONAL DEVELOPMENT

The pre-service teacher:

- | | | | | | |
|---|----|---|---|---|---|
| a. designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. | NA | 1 | 2 | 3 | 4 |
| b. examines and uses data-informed research to improve instruction and student achievement. | NA | 1 | 2 | 3 | 4 |
| c. uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons. | NA | 1 | 2 | 3 | 4 |
| d. collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. | NA | 1 | 2 | 3 | 4 |
| e. engages in targeted professional growth opportunities and reflective practices | NA | 1 | 2 | 3 | 4 |
| f. implements knowledge and skills learned in professional development in the teaching and learning process. | NA | 1 | 2 | 3 | 4 |

6. PROFESSIONAL RESPONSIBILITY & CONDUCT

The pre-service teacher:

- | | | | | | |
|--|----|---|---|---|---|
| a. understands that educators are held to a high moral standard in a community, adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, and fulfills the expected obligations to students, the public and the education profession. | NA | 1 | 2 | 3 | 4 |
|--|----|---|---|---|---|

PART II: UF TEACHER PROFESSIONALISM INDICATORS

The pre-service teacher:

- | | | | | | |
|---|----|---|---|---|---|
| 1. reflects on the extent to which learning goals were met and how instruction can be changed to facilitate learning. | NA | 1 | 2 | 3 | 4 |
| 2. demonstrates a sense of efficacy. | NA | 1 | 2 | 3 | 4 |
| 3. Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. | NA | 1 | 2 | 3 | 4 |
| 4. demonstrates initiative and self-reliance. | NA | 1 | 2 | 3 | 4 |
| 5. demonstrates enthusiasm for teaching. | NA | 1 | 2 | 3 | 4 |
| 6. demonstrates responsiveness to supervision (ability to accept constructive criticism and incorporate suggestions into teaching performance). | NA | 1 | 2 | 3 | 4 |
| 7. demonstrates responsibility for maintaining accurate student records and other important information. | NA | 1 | 2 | 3 | 4 |
| 8. is punctual. | NA | 1 | 2 | 3 | 4 |
| 9. presents a professional appearance in dress, grooming, attitude, and demeanor. | NA | 1 | 2 | 3 | 4 |

PART III: MUSIC CONTENT KNOWLEDGE AND SKILLS

(NA = not applicable to this teaching situation)

The pre-service teacher:

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|---|----|---|---|---|---|
| 1. reinforces student playing/singing fundamentals. | NA | 1 | 2 | 3 | 4 |
| 2. promotes active student listening. | NA | 1 | 2 | 3 | 4 |
| 3. uses the piano or other accompaniment effectively. | NA | 1 | 2 | 3 | 4 |
| 4. detects errors. | NA | 1 | 2 | 3 | 4 |
| 5. has a solid understanding of the pedagogy of instruments/voices. | NA | 1 | 2 | 3 | 4 |
| 6. demonstrates an understanding of the score/musical literature. | NA | 1 | 2 | 3 | 4 |
| 7. conducts with clear patterns that reflect the musical content. | NA | 1 | 2 | 3 | 4 |

COMMENTS AND RECOMMENDATIONS