

# Profile of Student Teaching Performance:

## Reference Guide

*for Observing and Assessing  
Student Teachers*

***Music  
PK-12 Licensure***

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Mary Baldwin University

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**REVISED JUNE 2016**

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Dear Student Teacher, Cooperating Teacher, and University Supervisor:

This document serves as a reference guide for student teachers, cooperating teachers, and university supervisors involved in observing and assessing the performance of MBU student teachers. It should be used when completing the Formative Observation of Student Teaching form and the Assessment of Student Teaching form (both mid-term and final). It incorporates all 10 InTASC standards and all seven Virginia Teaching Performance Standards, as well as subject-specific standards and guidelines, and encourages a performance-based process for supporting the professional growth of pre-service teachers *over time*.

When using this reference guide for *observing* student teachers, the guidelines should typically be interpreted in terms of *discrete* instructional activities (the single lesson, project, or other activity being observed). Depending upon the activity being observed, it may not be appropriate to address all competencies on the observation form each time. Feedback should focus on narrative comments and suggestions to encourage reflection and assist the student teacher in his/her journey toward professional competence as a beginning teacher. *The anchors for each competency should be used only to help focus the nature of this feedback; student teaching performance should not be “rated” during an observation.*

When this reference guide is used for mid-block and final *performance assessment*, the guidelines should be interpreted more broadly in terms of instructional activities *over time*. Although narrative comments should still focus on providing feedback for continuing professional growth as a pre-service teacher, *anchors should also be used at this time to assign a rating for all competencies*. If a student teacher’s performance cannot be fully described by an anchor level’s indicator, then you should not choose that level. Narrative comments should always accompany any rating when needed to explain the rationale for the rating.

Please Note: The top score is Exceeds Expectations (EE) and is an appropriate rating for a competent **in-service teacher**. In unusual situations, a highly competent student might earn this rating. By drawing the continuum of behaviors into the realm of excellence, it allows candidates to see that their professional skills will and should continue to evolve as they journey into their careers.

We hope that this process for assessing the performance of student teachers will be helpful to all participants – student teachers, cooperating teachers, and university supervisors alike. As always, we welcome your comments and suggestions for further improving the preparation of Mary Baldwin University’s teachers.

Sincerely,

*Dr. Tynisha D. Willingham*

Dr. Tynisha Willingham,  
Dean, College of Education

**A. PROFESSIONAL KNOWLEDGE The student teacher...**

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		<b>A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS).</b>
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		<b>AND...</b> explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		<b>AND...</b> clearly demonstrates and explains the appropriate sequencing of the content standards.

**Questions for Reflection:**

1. Do plans indicate appropriate standards for each student outcome (VA Music SOL, district curriculum guide identifiers or National Core Arts Standards)?
2. Do planning and instruction cover a comprehensive range of musical understandings and skills such as those found in the national standards?
3. Are the standards appropriate for this level? Can the student teacher explain where the standard fits in the sequence of content standards?
4. Do planning and instruction demonstrate a commitment to the art of music?

		<b>A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA.</b>
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		<b>AND...</b> uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		<b>AND...</b> uses <b>multiple</b> representations and explanations that capture key subject matter ideas and skills.

**Questions for Reflection:**

1. Does the student teacher accurately analyze the music being taught and identify the key terms, understandings and musical skills the students need to master? Are likely problems identified?
2. Are key concepts (e.g. syncopation), skills (e.g. beat competence) or rehearsal themes (e.g. blend) identified in the plan?
3. Are these concepts, skills or themes used to help unify the lesson?
4. Can the student teacher create new examples for further clarification?
5. Are the same examples used over and over when students need more clarity?
6. Are the examples appropriate for the age level and populations?
7. Do the examples represent different modalities?
8. Does the student teacher make effective use of explanation, illustration, modeling (vocal, keyboard, other instruments), conducting, and verbal imagery?
9. Does the student teacher make appropriate use of negative as well as positive examples?

		<b>A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS.</b>
DN		references content to <b>NEITHER</b> the students' past and future learning experiences <b>NOR</b> related subject areas.
DE		references content to <b>EITHER</b> the students' past and future learning experiences <b>OR</b> related subject areas.
ME		references content to <b>BOTH</b> the students' past and future learning experiences <b>AND</b> related subject areas;
EE		<b>AND...</b> references content to real world experiences and applications.

**Questions for Reflection:**

1. Do warm-ups have a clear purpose? Are the relationships between any warm-ups and the music being performed made clear?
2. Does the student teacher take steps to determine the characteristics of the students and the community, including their musical tastes, and plan appropriate instruction?
3. Is instruction linked to other areas of the curriculum in a way that benefits both?
4. Are examples relevant to the student population?

**B. ASSESSMENT OF AND FOR STUDENT LEARNING** The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		<b>B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING.</b>
DN		sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE		sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME		<b>AND</b> ...sets measurable learning outcomes and achievement goals for student learning <b>AND</b> states these clearly on the lesson plan;
EE		<b>AND</b> ...matches learning outcomes and achievement goals to classroom assessments.

**Questions for Reflection:**

1. Are objectives stated in terms of observable student outcomes?
2. Are objectives appropriate to the developmental level of the class?
3. Does the student teacher modify assessments appropriately for all learners?
4. Does the student teacher provide appropriate accommodations for ESL, 504, Gifted & Talented, and IEP plans?

		<b>B2. PLANS FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES.</b>
DN		plans inappropriate formal and informal assessments that are not linked to learning outcomes.
DE		plans appropriate formal and informal assessments that are linked to learning outcomes;
ME		<b>AND</b> ...can articulate ways formal and informal assessments should impact future learning activities;
EE		<b>AND</b> ...has strategies to provide students with effective, descriptive feedback to guide their progress.

**Questions for Reflection:**

1. Can the student teacher articulate the benefits of both informal and formal assessment?
2. Does the student teacher plan for a variety of informal assessments such as echoing, improvisation, individual and small group performance, and movement/approximations (e.g. air bowing and sing/finger.)
3. Does the student teacher plan for a variety of formal assessments such as check lists, playing/singing tests, written tests and written assignments?
4. Are assessments well-constructed, employing rubrics as appropriate?
5. Does assessment cover the full range of objectives, or is it narrowly focused on knowledge or group performance?
6. How is the plan for assessment aligned with the learning outcomes of the lesson?
7. Is the assessment appropriate to the students in the class? What methods are used? How are students of limited English proficiency and students with exceptionalities provided with opportunities to display their knowledge of content?

		<b>B3. CHECKS FOR UNDERSTANDING USING A VARIETY OF ASSESSMENT TECHNIQUES TO ENHANCE STUDENT LEARNING.</b>
DN		makes few or no attempts to determine student comprehension <b>AND</b> gives students little or no feedback.
DE		monitors student comprehension of content <b>AND</b> provides students with limited feedback.
ME		uses a variety of assessment techniques to monitor comprehension of the content <b>AND</b> provides students with timely meaningful feedback;
EE		<b>AND</b> ...analyzes individual and group comprehension of the content, <b>AND</b> gives all students substantive and specific feedback, <b>AND</b> makes appropriate instructional adjustments as necessary.

**Questions for Reflection:**

1. Is the student teacher able to identify and diagnose performance errors quickly and accurately, both aurally and visually?
2. Is feedback encouraging, succinct, specific and honest?
3. Does the student teacher check for understanding throughout the lesson?
4. Does the student teacher assess both individuals and groups?
5. Does the student teacher involve individuals and groups in designing assessment, e.g. developing criteria for performance or composition?
6. Does the student teacher recognize culturally specific ways of expressing understanding or confusion?
7. Does the student teacher use a variety of means (verbal, nonverbal, written, etc.) and sources (other students, teacher observation, books, self-checking materials, self-assessment, etc.) to assess students' learning?
8. Does the student teacher give frequent meaningful, substantive, and specific feedback for all students?
9. Does the student teacher adjust instruction while in progress, with attention to the teachable moment?

<b>B4. USES FORMAL AND INFORMAL ASSESSMENT EVIDENCE TO IDENTIFY STRATEGIES TO IMPROVE INSTRUCTION.</b>	
DN	uses formal or informal assessments.
DE	uses formal and informal assessments;
ME	<b>AND</b> ...uses assessment evidence to identify strategies to improve instruction;
EE	<b>AND</b> ...uses assessment evidence to inform, guide and adjust individual students' learning by identifying strategies to differentiate instruction.

**Questions for Reflection:**

1. Can the student teacher describe how he or she will make use of the results of assessment in planning instruction?
2. Is the student teacher able to select from among a variety of means for responding to performance errors?
3. Can the student teacher articulate the reason for adjustments to instruction made in progress?

**C. INSTRUCTIONAL PLANNING The student teacher...**

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

<b>C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS.</b>	
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	<b>AND</b> ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class <b>AND</b> plans using what s/he knows about learners including developmental levels, prior learning, and interests.

**Questions for Reflection:**

1. Does the student teacher demonstrate the ability to assess the aptitudes, backgrounds, knowledge, skills and learning preferences of individuals and plan appropriate instruction?
2. Does the student teacher conduct auditions effectively?
3. Does the student teacher use relevant information to inform instruction: e.g. instrument selection, repertoire selection, and voice part assignment?
4. Does the student teacher communicate with students during instructional and non-instructional time?
5. Does the student teacher plan/meet with instructional specialist such as special ed teachers/ESL teachers/aides/school counselors?

<b>C2. PLANS DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS).</b>	
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction to address the unique characteristics of most individuals in the class;
EE	<b>AND</b> ...seeks resources from instructional specialists to refine plans to meet learner needs.

**Questions for Reflection:**

1. Can the student teacher arrange music to fit the needs of a diverse population of students?
2. Does the student teacher plan appropriate modifications and accommodations based on students' aptitudes, abilities, skills, and efforts?

<b>C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES.</b>	
DN	plans inappropriate methods and activities to meet the learning outcomes.
DE	plans appropriate methods and activities to meet the learning outcomes;
ME	<b>AND</b> ...plans varied methods and activities to meet the learning outcomes;
EE	<b>AND</b> ...uses data to plan appropriate, varied methods and activities to meet the learning outcomes.

**Questions for Reflection:**

1. Are methods appropriate to the developmental level of the class and consistent with principles of accepted learning theories?
2. Do methods and materials reflect the best current thinking and practice?
3. Is repertoire developmentally appropriate, of good musical quality and reflective of a variety of periods, and traditions?
4. Are a variety of settings, from individual to whole group, employed?
5. Does the instructor anticipate likely performance problems and plan one or more solutions?
6. Do lessons as a whole have a coherent structure including a logical opening and conclusion?
7. Are the number and order of musical selections and experiences developmentally appropriate?
8. Are warm-ups and other preparatory exercises used as appropriate?
9. Are review and preview used to link lessons with previous and subsequent lessons?
10. Do methods meet all learning styles and levels?
11. Does the student teacher consistently plan to use more than one method or strategy during each lesson?
12. Does the student teacher have a back-up strategy if needed?

<b>C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING.</b>	
DN	rarely integrates instructional technology in planning.
DE	sometimes integrates instructional technology in planning;
ME	regularly integrates appropriate instructional technology in planning to meet learning outcomes;
EE	<b>AND</b> ...integrates a variety of instructional technology in planning, <b>AND</b> clearly identifies alternative plans in the event technology fails.

**Questions for Reflection:**

1. Can the student teacher identify appropriate instructional technology to support learning outcomes?
2. Can the student teacher articulate rationale for student and or teacher use of technology?
3. Can the student teacher modify and adapt plans based on available technology?
4. Does the student teacher have an alternative plan in case the technology malfunctions?

<b>C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING.</b>	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	<b>AND</b> ...planning is expanded to elaborate on identified essential content to enhance student learning.

**Questions for Reflection:**

1. Does the student teacher accurately analyze the music being taught and identify the key terms, understandings and musical skills the students need to master? Are likely problems identified?
2. Are key concepts (e.g. syncopation), skills (e.g. beat competence) or rehearsal themes (e.g. blend) identified in the plan?
3. Can the student teacher identify the essential content of the lesson?
4. Does the student teacher employ music from a range of cultures and historical periods and place the music in context?

<b>C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY.</b>	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing <b>AND</b> transitions.
EE	plans include realistic pacing allowing for content mastery <b>AND</b> meaningful transitions that promote student learning.

**Questions for Reflection:**

1. Do ensemble directors start and stop the ensemble effectively?
2. Are ensemble directors succinct in their comments, maximizing the amount of playing time?
3. Is the length of instructional units (number of minutes or measures) appropriate?
4. Is there evidence of established routines and procedures that help the student teacher maximize the time available for instruction?

**D. LEARNING ENVIRONMENT** The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	<b>D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT.</b>
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	<b>AND</b> explains the purpose for these choices to students.

**Questions for Reflection:**

1. Does the student teacher encourage healthy performance practice and show awareness of possible fatigue and the effect of room conditions on performance?
2. Are transitions and activities which involve movement prepared and conducted in a way that will promote students' safety as well as expedite and facilitate instruction?
3. Are musical instruments used and stored appropriately?
4. How much control does the student teacher have over the physical environment? How does the student teacher adapt instruction when he or she has limited control?
5. Are any safety violations or risks evident?
6. To what extent is there a match between the lesson or activity and the furniture or room configuration?
7. Is the space arranged so that all students, including those with special needs, have access to the lesson?
8. How do physical and psychological factors in the environment reflect the learning that takes place there?
9. Can the student teacher describe aspects of the physical environment that contribute to learning?

	<b>D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK.</b>
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	attempts to create a climate of trust and teamwork by being fair and respectful.
ME	purposefully creates a climate of trust and teamwork by being enthusiastic, fair, caring, and respectful to all students;
EE	<b>AND</b> ...fosters regular student collaboration.

**Questions for Reflection:**

1. Does the student teacher attempt to learn students' names as quickly as possible and make effective use of them?
2. Is there a supportive environment for individual performances?
3. Does the student teacher find an appropriate balance between supporting and challenging the students?
4. Is the student teacher fair in interactions with students during the observed class period?
5. In what ways does the student teacher help students achieve agency and ownership?
6. In what ways does the student teacher help the students feel equally valued in the classroom community?
7. Are there patterns of exclusion or over attention in the student-teacher interactions?
8. Is the student teacher inappropriately negative in remarks to students?
9. How do the student teacher's communication and affect demonstrate enthusiasm (E.g. facial expression, vocal inflection, eye contact, gesticulation and proximity)?
10. Does the student teacher foster an environment in which students encourage and treat one other fairly?
11. Does the student teacher respond appropriately to stereotyping, culturally insensitive, demeaning, or other unfair comments by students?

	<b>D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR.</b>
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior <b>AND</b> can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior <b>AND</b> explain why changes were made.

**Questions for Reflection:**

1. Does the student teacher have a variety of developmentally appropriate strategies for management of the music classroom, e.g. self-regulation?
2. Is the student teacher aware of, and making appropriate use of, existing management plans, including those used by the cooperating teacher, classroom or special educators, and building/district policies?
3. Does the student teacher motivate students to do their best and contribute to the success of the group?
4. Does instruction promote the importance of having a musical experience and developing a love of music as well as musical learning?
5. Can the student teacher identify when they have changed classroom management techniques due to changes in students' behavior?
6. Does the student teacher demonstrate the ability to problem-solve and implement a behavior management program while continuing with classroom instruction?

<b>D4. DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS.</b>	
DN	Infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds <b>AND</b> acknowledge different perspectives represented in the classroom;
ME	<b>AND</b> ...respects and responds to the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	<b>AND</b> ... incorporates these differences into his/her teaching and use of content examples.

**Questions for Reflection:**

1. Does the student teacher embrace music from a range of cultures and historical periods, and place the music in context?
2. Is music presented in a culturally authentic way?
3. Is the music used representative of the cultures present in the school and community?

**E. INSTRUCTIONAL DELIVERY The student teacher ...**

**DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations**

<b>✓ E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING.</b>	
DN	presents unclear <b>OR</b> inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	<b>AND</b> ...ensures that all students understand the learning objectives <b>AND</b> can carry out those procedures;
EE	<b>AND</b> ...consistently presents clear procedures and outcomes, <b>AND</b> effectively checks for student understanding.

**Questions for Reflection:**

1. Does the student teacher present instructions clearly, including checking to make sure instructions have been understood?
2. Does the student teacher make clear why a section is being repeated?
3. Does the student teacher clearly convey SOL and IEP goals as appropriate?
4. Does the student teacher inform the students of the goals before or during the learning experience?
5. Does the student teacher adapt or modify goals of students with special needs?

<b>E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY.</b>	
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	<b>AND</b> ...makes content relevant to students' prior experiences;
EE	<b>AND</b> ...continually presents material clearly and explicitly with well-chosen examples.

**Questions for Reflection:**

1. Does the student teacher sequence content logically?
2. Is the student teacher knowledgeable about the voice, including emerging and changing voice, and able to model effectively and help students improve their singing? Is diction accurate?
3. Does the student teacher make effective use of piano, guitar, or other classroom instruments?



4. Is the student teacher knowledgeable about each instrument in the ensemble and able to model effectively and assist students with their playing?
5. Are conducting, modeling, and the presentation of information clear and accurate?
6. Are the music and the lesson plan sufficiently internalized by the student teacher to allow him or her to concentrate on students?
7. Are the vocabulary and experiences developmentally appropriate?
8. Does instruction employ a variety of sensory modes, e.g. by ear teaching (aural/auditory), large visuals and movement?
9. Does the student teacher employ complete correction loops as appropriate, isolating and rehearsing problem spots, putting them back in context and evaluating the results?
10. Does the student teacher make judicious use of multiple questioning strategies?
11. In lessons that are not teacher-directed, has the student teacher structured the learning environment or process in a way that enables students to understand the content?
12. Does the student teacher recognize and use opportunities to help students extend their thinking?
13. Does the student teacher challenge students' thinking in ways relevant to their background knowledge and experiences?
14. Does the student teacher structure specific learning activities that encourage students to extend their thinking?

<b>E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING.</b>	
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	<b>AND...</b> keeps all students challenged and highly engaged as active learners and problem solvers.

**Questions for Reflection:**

1. Do ensemble directors provide an overview and engage students in preparing for the first reading of a new piece?
2. Do ensemble directors distribute their instruction evenly over the sections in their ensemble and employ strategies to keep all sections engaged
3. Does the student teacher make judicious use of multiple questioning strategies?
4. Does the student teacher encourage the students to identify and solve musical problems?

<b>E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY.</b>	
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	<b>AND...</b> engages students in learning experiences with technology that is appropriate and challenging;
EE	<b>AND...</b> cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

**Questions for Reflection:**

1. To what extent are students encouraged to use technology in the classroom?
2. Does the student teacher appropriately scaffold students' use of technology?
3. Does the student teacher invite students to identify and share technology that might be appropriate to support their learning?

<b>E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION.</b>	
DN	uses low level questions that often require single, correct answers with a few students dominating discussion.
DE	uses questions that seem to involve answers determined in advance by the teacher, and that involve only some students in the discussion.
ME	poses a range of questions designed to promote student discussions, successfully engaging most students in the discussion.
EE	poses a range of questions designed to challenge students, resulting in thoughtful, genuine discussions among all students.

**Questions for Reflection:**

1. Are students treated as musicians? Is the growth of musical independence encouraged?
2. Are students given the opportunity to make musical choices to enhance their performances and creations? Do students evaluate their own performance and those of others?
3. How are students encouraged to practice higher order thinking (e.g. score marking, alternate fingerings, bowings, interpretive choices)?
4. Are students required to practice on their own? Are they given adequate instruction in how to practice?
5. Does instruction cover the range of standards, including composition and improvisation?
6. Does the student teacher use higher order questioning?

<b>E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS.</b>	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using enrichment and remedial activities.

**Questions for Reflection:**

1. Does the student teacher appropriately differentiate strategies and materials?
2. Does the student teacher communicate content equitably, e.g. for females and males, students of different ethnic or economic groups, students with exceptionalities, or students of limited English proficiency?
3. Does the student teacher use flexible groups to meet the students' needs?

<b>E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY.</b>	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	<b>AND</b> ...performs non-instructional procedures efficiently.

**Questions for Reflection:**

1. Does the instructor know when to leave a task and move on?
2. Does the student teacher effectively plan for and manage students as they take turns participating in music activities?
3. If a non-instructional interruption occurs, does the student teacher resume instruction efficiently?
4. Do all students have meaningful work or activities for the entire instructional time?
5. Does the student teacher pace instruction in such a way that students appear to be on task most of the time?
6. Does the student teacher handle announcements and paperwork about outside events such as concerts and fund raising effectively?

**F. REFLECTION FOR STUDENT ACADEMIC PROGRESS** The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

<b>F1. PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING.</b>	
DN	provides unclear evidence to document student learning.
DE	collects and reviews some data to document student learning.
ME	consistently analyzes and interprets assessment data to document student learning over time.
EE	<b>AND</b> uses a variety of assessment data to document student learning and develop interim learning goals.

**Questions for Reflection:**

1. Does the student teacher record rehearsals and classroom music performances (audio and video) at different stages to demonstrate progress?
2. What documentation is the student teacher able to provide?
3. Can the student teacher interpret the documentation?
4. Does the student teacher use the documentation to plan future lessons and goals?
5. Does the student teacher assess learning by recording grades, charting student progress, maintaining portfolios, and/or participation?
6. Does the student teacher use a variety of assessment techniques?
7. Does the student teacher select the most appropriate form of assessment?

8. Did the student teacher clarify the basis for assessment in clear, defined objectives?

<b>F2. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION.</b>	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	<b>AND</b> ...sets and implements professional goals to improve student learning.

**Questions for Reflection:**

1. Does the student teacher adjust or modify his or her plans and/or teaching techniques after reflecting on strengths and weaknesses?
2. Is the student teacher willing to be self-critical?
3. Is the student teacher willing to accept constructive criticism?
4. Does the student teacher identify teacher strengths?
5. Is the student teacher working toward specific short term or long term professional goals?

<b>F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION.</b>	
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher <b>AND</b> attempts to use it to improve instruction.
ME	seeks information from professional resources <b>AND</b> uses it to improve instruction.
EE	seeks information from varied professional resources <b>AND</b> uses it effectively to improve instruction.

**Questions for Reflection:**

1. Does the student teacher belong to professional organizations and/or attend relevant workshops and conferences?
2. Does the student teacher show initiative in seeking professional resources?
3. Can the student teacher describe varied appropriate professional resources?
4. Does the student teacher invite others to reflect on his or her teaching?
5. Does the student teacher take initiative to talk with and observe other professionals?

**G. PROFESSIONALISM The student teacher ...**

**DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations**

<b>G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY.</b>	
DN	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE	<b>AND</b> ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

**Questions for Reflection:**

1. Does the student teacher exhibit behaviors that interfere with student learning?
2. Do the student teacher's professional behaviors actively enhance student learning and the performance of other professional responsibilities?
3. Has the student teacher demonstrated ethical and confidential handling of his/her professional responsibilities?
4. Can the student teacher identify specific situations that have called for special attention to confidentiality? How has he/she handled these situations?
5. Does the student teacher's dress distract students from learning?
6. Is the student teacher's dress consistent with school division standards for teachers?
7. Does the student teacher's dress allow for appropriate interaction with students?
8. Does the student teacher demonstrate discretion regarding social media?

<b>G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING.</b>	
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	<b>AND</b> ...practices the new strategies learned to support student learning;
EE	<b>AND</b> ...actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

**Questions for Reflection:**

1. Does the student teacher assist with and grow in their ability to manage the organizational side of the music program, including such things as the budget, equipment, the music library and travel?
2. Does the student teacher take responsibility for, and steps to address, any professional behaviors that interfere with student learning?
3. What specific areas of professional strength and areas for professional growth has the student teacher identified? What evidence does the student teacher present to support this assessment?
4. Has the student teacher participated in professional growth activities provided by the school, school division, or professional organizations?
5. Has the student teacher developed a tentative long-term plan for professional growth?
6. Does the student teacher continue to grow as a musician? Do they continue to practice and perform?

<b>G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE.</b>	
DN	frequently makes errors in grammar, usage, and spelling in professional contexts.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	uses correct grammar, usage, and spelling in professional contexts;
EE	<b>AND</b> ...speaks and writes correctly and fluidly in professional contexts.

**Questions for Reflection:**

1. Does the student teacher use the English language appropriately in speech and writing, e.g. with students, parents, and other professionals?
2. Is the student teacher aware of cultural and language differences within the class?
3. Does the student teacher respond appropriately to those differences?
4. Is the student teacher comfortable with students who speak and write differently?

<b>G4. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT.</b>	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	<b>AND</b> ...communicates effectively to build strong relationships <b>AND</b> seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

**Questions for Reflection:**

1. Does the student teacher work cooperatively with other teachers, including those in music and the arts?
2. Has the student teacher identified or participated in professional growth activities that extend beyond the school or school division, or that extend beyond the student teaching experience?
3. Can the student teacher articulate ways to collaborate with families and communities?

<b>G5. ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES.</b>	
DN	demonstrates ignorance towards cultural, ethnic, gender, and learning differences of students.
DE	occasionally demonstrates knowledge of cultural, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME	consistently demonstrates knowledge of cultural, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;

**Questions for Reflection:**

1. Can the student teacher identify appropriate resources that would provide support for situations requiring special attention?
2. Does the student teacher initiate conversations with the cooperating teacher and other professionals within the building regarding student differences and experiences?