

## MIDTERM AND FINAL STUDENT TEACHING EVALUATION

Name \_\_\_\_\_ Cooperating School \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

*Instructions: Evaluations should be completed at the midpoint and again in the final week of the student teaching experience. The evaluation process should take place between student and cooperating teacher. The goals are to foster open communication, clarify evaluation criteria, and improve the quality of teaching.*

CRITERIA            1 - -NEVER                            2 - RARELY            3 - OCCASSIONALLY            4 FREQUENTLY  
5 - CONSISTENTLY                            NA=NOT APPLICABLE

| <b>PERSONAL AND PROFESSIONAL QUALITIES</b>   | MIDPOINT | FINAL |
|--|----------|-------|
| The student teacher:   |          |       |
| 1. Demonstrates poise; conveys a feeling of confidence, self-respect, and personal esteem.     |          |       |
| 2. Dresses according to the school's standards.  |          |       |
| 3. Is prompt and reliable.   |          |       |
| 4. Speaks and writes clearly and effectively/uses correct grammar.                             |          |       |
| 5. Behaves in an ethical and professional manner toward administration, faculty, pupils.       |          |       |
| 6. Shows sensitivity to the pupils' feelings.  |          |       |
| 7. Relates to administrators, faculty and staff in a comfortable yet respectful way.           |          |       |
| 8. Demonstrates a sense of humor when appropriate.   |          |       |
| 9. Is helpful; cooperative when given instructions.  |          |       |
| 10. Is open to suggestions and new ideas; accepts constructive criticism well.                 |          |       |
| 11. Exhibits a desire to learn and improve.  |          |       |
| 12. Displays an enthusiasm for teaching music and a commitment toward the teaching profession. |          |       |
| <b>DIVERSITY AND POSITIVE TRANSFORMATION</b>   |          |       |
| 1. Helps students understand and affirm their home and community cultures.                     |          |       |
| 2. Helps students understand and value the unique ways in which they learn.                    |          |       |
| 3. Communicates the value of education in individual students' lives.                          |          |       |
| 4. Helps students move beyond cultural boundaries in order to be successful in school          |          |       |
| <b>GENERAL TEACHING SKILLS</b>   |          |       |
| 1. Makes an effort to learn pupils by name.  |          |       |
| 2. Is well-prepared for each class.  |          |       |
| 3. Plans with consideration for the age and abilities of students.                             |          |       |
| 4. Gives clear and concise directions.   |          |       |
| 5. Paces lessons/rehearsals appropriately.   |          |       |
| 6. Demonstrates awareness of the class's responses and is able to adapt accordingly.           |          |       |
| 7. Is able to challenge and motivate students.   |          |       |
| 8. Handles discipline problems effectively.  |          |       |
| 9. Displays imagination and creativity.  |          |       |
| 10. Is comfortable with the use of technology in the delivery of instruction when necessary.   |          |       |
| <b>MUSICAL KNOWLEDGE AND SKILLS</b>  |          |       |
| 1. Demonstrates adequate background historical/stylistic knowledge.                            |          |       |
| 2. Demonstrates adequate background knowledge of music theory.                                 |          |       |
| 3. Demonstrates proficiency in aural skills.   |          |       |
| 4. Is able to sight-read accurately.   |          |       |
| 5. Can detect student pitch/rhythmic errors  |          |       |
| 6. Is able to perform accurately and musically.  |          |       |
| 7. Is able to determine the correct stylistic interpretation of a given work.                  |          |       |
| 8. Demonstrates proficiency in keyboard skills when necessary.                                 |          |       |

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|---|--|--|
| <b>CONDUCTING SKILLS</b>  |  |  |
| 1. Uses a clear, concise beat; easy to follow.  |  |  |
| 2. Handles tempo changes correctly.   |  |  |
| 3. Cues parts accurately.   |  |  |
| 4. Uses precise signals for releases  |  |  |
| 5. Indicates expressive qualities of the music.   |  |  |
| 6. Displays a minimum amount of extraneous body movement; maintains correct posture.    |  |  |
| 7. Uses appropriate facial expressions to enhance conducting gestures.                  |  |  |
| 8. Interprets score accurately and musically.   |  |  |
| 9. Communicates ideas effectively from the podium.                                      |  |  |
| 10. Gives correct transpositions.   |  |  |
| <b>REHEARSAL SKILLS</b>   |  |  |
| 1. Uses rehearsal time efficiently.   |  |  |
| 2. Plans effective warm-up exercises.   |  |  |
| 3. Is perceptive in evaluating ensemble problems.                                       |  |  |
| 4. Works toward specific goals.   |  |  |
| 5. Teaches students to listen.  |  |  |
| 6. Encourages students to analyze and evaluate the music they are performing.           |  |  |
| <b>GENERAL MUSIC SKILLS (RESPOND ONLY IF YOU HAVE HAD THE OPPORTUNITY TO OBSERVE.)</b>  |  |  |
| 1. Provides clear, well-written lesson plans.   |  |  |
| 2. Is able to sequence activities effectively.  |  |  |
| 3. Introduces a variety of activities to teach a specific musical concept.              |  |  |
| 4. Draws upon numerous resources for ideas.   |  |  |
| 5. Selects age-appropriate materials.   |  |  |
| 6. Uses classroom instruments correctly.  |  |  |
| <b>CHORAL SKILLS (RESPOND ONLY IF YOU HAVE HAD THE OPPORTUNITY TO OBSERVE.)</b>         |  |  |
| 1. Conveys clear understanding of vocal production, interpretation.                     |  |  |
| 2. Sings with correct intonation.   |  |  |
| 3. Plays the piano accompaniment accurately and musically.                              |  |  |
| <b>INSTRUMENTAL SKILLS (RESPOND ONLY IF YOU HAVE HAD THE OPPORTUNITY TO OBSERVE.)</b>   |  |  |
| 1. Is able to play the correct articulation, nuances, and phrasing of the musical line. |  |  |
| 2. Can teach beginning aspects of woodwinds.  |  |  |
| 3. Can teach the beginning aspects of brass.  |  |  |
| 4. Can teach the beginning aspects of strings.  |  |  |
| 5. Can teach the beginning aspects of percussion instruments.                           |  |  |
| <b>POSITIVE EFFECT ON STUDENT LEARNING</b>  |  |  |
| 1. Designs assessments to measure student learning.                                     |  |  |
| 2. Interprets assessment to determine learning gains.                                   |  |  |
| 3. Demonstrates positive effect on students' (music) content knowledge.                 |  |  |
| 4. Demonstrates positive effect on students' (music) skill levels.                      |  |  |
| 5. Reflects on how strategies for instruction effect student learning.                  |  |  |

*Please indicate your overall assessment of the candidate's knowledge, skills, and attitudes needed by music educators at the level of student teaching.*

\_\_\_\_\_ This teacher-in-training demonstrated **satisfactory** knowledge, skills and dispositions (attitudes) in this student teaching experience.

\_\_\_\_\_ I have **serious concerns** about this teacher-in-training's knowledge, skills, and dispositions (attitudes.)

*In the box below, please respond to the following: Do students learn? What evidence can you give us that the student teacher had a positive impact on student learning? You may also note areas of strength and areas that need attention.*

Please use the back of this page if you need more room for comments.

**To the student teacher:**

\_\_\_\_\_ I have reviewed this evaluation.

\_\_\_\_\_ I have discussed this evaluation with my cooperating teacher.

Student Signature \_\_\_\_\_