

**ITHACA COLLEGE
SCHOOL OF MUSIC -- MUSIC EDUCATION DEPARTMENT**

**Senior Student Teaching
Midpoint Assessment**

(available online at www.ithaca.edu/music/education/stevalform)

Student Teacher: _____

School: _____ Dates of Student Teaching Assignment: From _____ To _____

Name of Person Completing Evaluation: _____

Educational Level of Assignment: (circle) 5 6 7 8 9 10 11 12

Evaluation:

Completed by:

Cooperating (Mentor) Teacher Supervisor Student Teacher

Instruction demonstrated in these areas: (Please check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> ENSEMBLE – Band | <input type="checkbox"/> INDIVIDUAL LESSONS |
| <input type="checkbox"/> ENSEMBLE – Chorus | <input type="checkbox"/> GROUP LESSONS |
| <input type="checkbox"/> ENSEMBLE – Orchestra | <input type="checkbox"/> MUSIC TECHNOLOGY |
| <input type="checkbox"/> GENERAL MUSIC | <input type="checkbox"/> OTHER: _____ |
| <input type="checkbox"/> THEORY | <input type="checkbox"/> OTHER: _____ |

**ITHACA COLLEGE
SCHOOL OF MUSIC -- MUSIC EDUCATION DEPARTMENT**

**Senior Student Teaching
Final Evaluation**

(available online at www.ithaca.edu/music/education/stevalform)

Student Teacher: _____

School: _____ Dates of Student Teaching Assignment: From _____ To _____

Name of Person Completing Evaluation: _____

Educational Level of Assignment: (circle) 5 6 7 8 9 10 11 12

Evaluation:

Completed by:

Cooperating (Mentor) Teacher Supervisor Student Teacher

Instruction demonstrated in these areas: (Please check all that apply)

<input type="checkbox"/> ENSEMBLE – Band	<input type="checkbox"/> INDIVIDUAL LESSONS
<input type="checkbox"/> ENSEMBLE – Chorus	<input type="checkbox"/> GROUP LESSONS
<input type="checkbox"/> ENSEMBLE – Orchestra	<input type="checkbox"/> MUSIC TECHNOLOGY
<input type="checkbox"/> GENERAL MUSIC	<input type="checkbox"/> OTHER: _____
<input type="checkbox"/> THEORY	<input type="checkbox"/> OTHER: _____

STUDENT TEACHER’S SIGNATURE - IN COMPLIANCE WITH PUBLIC LAW 93-380

1) To be used only for the final evaluation completed by each the cooperating teacher and supervisor.

2) To be filled out and dated by the student before the evaluation is completed.

_____ I waive my right to view this evaluation.

_____ I do not waive my right to view this evaluation.

This document should be included in my career file. _____ YES _____ NO

SIGNATURE _____ DATE _____

Assessment Definitions

LEVEL 3 (Advanced) -student demonstrates highly effective practice related to the knowledge, skills, and/or dispositions measured for this standard.

LEVEL 2 (Proficient) -student demonstrates effective practice related to the knowledge, skills, dispositions measured for this standard.

LEVEL 1 (Developing) -student demonstrates progress toward effective practice related to the knowledge, skills, and/or dispositions measuring for this standard with areas of concern identified.

LEVEL 0 (Unsatisfactory or Not-Yet Evident)-student does not yet demonstrate beginning practice related to the knowledge, skills, and/or dispositions measured for this standard.

Content Knowledge: The Music Education teaching professionals demonstrate a rich, thorough understanding of content and skill knowledge (processes of creating, performing, and describing), theories, and issues comprising their discipline (mastery of performance/musicianship, conducting, and rehearsing), including an understanding of cognitive, physical, and social development.

Demonstrates acceptable understanding of musical content and skills:

	Level 3 Advanced	Level 2 Proficient	Level 1 Developing	Level 0 Unsatisfactory or Not-Yet-Evident	Not Observed	N/A
Demonstrates:						
Acceptable aural skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to sing musical lines at sight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling of appropriate performance skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of musical terminology and symbols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate score analysis techniques (harmonic, rhythmic, structure, understanding of musical styles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Demonstrates acceptable understanding of conducting skills:

	Level 3 Advanced	Level 2 Proficient	Level 1 Developing	Level 0 Unsatisfactory or Not-Yet-Evident	Not Observed	N/A
Executes clear patterns that include appropriate size, style, and tempo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conveys expressive musicianship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitates student performance through clear gestures and eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Demonstrates acceptable understanding of individual needs related to student learning:

	Level 3 Advanced	Level 2 Proficient	Level 1 Developing	Level 0 Unsatisfactory or Not-Yet-Evident	Not Observed	N/A
Establishes realistic goals and standards according to student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects appropriate literature/materials according to student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anticipates areas with potential student learning challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a variety of teaching strategies to accommodate students needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

FOR BAND/ORCHESTRA ONLY:

Demonstrates acceptable technical knowledge of the instruments:

	Level 3 Advanced	Level 2 Proficient	Level 1 Developing	Level 0 Unsatisfactory or Not-Yet-Evident	Not Observed	N/A
Demonstrates knowledge of fingerings, ranges, transpositions, and playing positions of the instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes/demonstrates effective articulation/bowing techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of intonation and balance tendencies of the ensemble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Troubleshoots equipment malfunctions and demonstrates an understanding of basic instrument adjustment and repair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

FOR VOCAL/GENERAL ONLY:

Demonstrates acceptable technical knowledge of vocal pedagogy:

	Level 3 Advanced	Level 2 Proficient	Level 1 Developing	Level 0 Unsatisfactory or Not-Yet-Evident	Not Observed	N/A
Demonstrates knowledge of:						
Breath Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vowels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consonants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intonation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocal Tone/Resonance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working of the "Vocal Mechanism"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unified Choral Sound	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Planning and Instruction/Implementation: The Music Education teaching professionals plan and implement effective, developmentally appropriate (intellectually, physically, socially, and psychologically) lessons and curricula based upon sound principles of content knowledge, skill development, and pedagogy. They implement the National Standards in Music Education and use appropriate materials and strategies to develop students' critical thinking, problem solving, and performance skills.

Demonstrates acceptable rehearsal/classroom planning:

	Level 3 Advanced	Level 2 Proficient	Level 1 Developing	Level 0 Unsatisfactory or Not-Yet-Evident	Not Observed	N/A
Anticipates challenges in the musical scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans ahead adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates clear and thorough lesson plans, including appropriate objectives that lead to musical development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Demonstrates acceptable teaching and rehearsal techniques:

	Level 3 Advanced	Level 2 Proficient	Level 1 Developing	Level 0 Unsatisfactory or Not-Yet-Evident	Not Observed	N/A
Diagnoses specific performance challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents effective solutions to performance challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a variety of rehearsal techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates clearly during rehearsals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides appropriate feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paces the rehearsal well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates logical rehearsal sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes appropriate teacher/student relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks questions that elicit problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides effective guidance through musical demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Uses the National Standards and/or NYS Learning Standards effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays a clear focus of “Music as an art form” expression, aesthetics, and beauty through music education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Vocal-Gen. only) demonstrates appropriate piano/keyboard skills within the rehearsal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Positive Learning Environment: The Music Education teaching professionals create safe, healthy, dynamic, and motivational learning environments that encourage every student to meet standards, to develop independence, to become actively involved, and to trust, take risks, and collaborate.

Demonstrates acceptable organizational and pedagogical knowledge and techniques:

	Level 3 Advanced	Level 2 Proficient	Level 1 Developing	Level 0 Unsatisfactory or Not-Yet-Evident	Not Observed	N/A
Develops effective working rapport w/ students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates consistency and fairness to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fosters student independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages active student involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models responsible and professional behavior, including punctuality and appropriate dress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends to the physical conditions of the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates effective classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Diversity: The Music Education teaching professionals understand and celebrate the unique nature, abilities, cultures, and characteristics of all learners, including literacy and second language acquisition, and are able to modify instruction so everyone can be successful. They also believe that all students can and should have rich and diverse musical experiences, and they are committed to teach music in a diverse society to all people regardless of individual difference or ability.

Demonstrates acceptable flexibility and understanding to the teaching/learning situation:

	Level 3 Advanced	Level 2 Proficient	Level 1 Developing	Level 0 Unsatisfactory or Not-Yet-Evident	Not Observed	N/A
Demonstrates an understanding of students' intellectual growth and social development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modifies plans, materials, and teaching to allow for individual differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses musical styles in a historical and cultural context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As appropriate, provides culturally affirming experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Technology: The Music Education teaching professionals effectively utilize technology to enhance students' learning and professional growth.

Demonstrates appropriate use of technology (as available: computer, internet, MIDI, tuner, metronome, and recording/playback equipment, etc.):

	Level 3 Advanced	Level 2 Proficient	Level 1 Developing	Level 0 Unsatisfactory or Not-Yet-Evident	Not Observed	N/A
Uses technology effectively to enhance students' learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses technology effectively to enhance professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Assessment: The Music Education teaching professionals develop and utilize a variety of assessment approaches designed to evaluate student learning and performance, encourage student reflection and self-evaluation, provide feedback, and shape future lesson planning and curricula.

Demonstrates acceptable techniques for assessment and evaluation:

	Level 3 Advanced	Level 2 Proficient	Level 1 Developing	Level 0 Unsatisfactory or Not-Yet-Evident	Not Observed	N/A
Effectively assesses student performance in relation to stated goals during and following rehearsals/teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans short- and long-term goals and strategies based on evaluation of previous teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses feedback appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages student self-reflection and evaluation as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes appropriate technology for assessment and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Collaboration and Outreach: The Music Education teaching professionals foster positive relationships and collaborate with a variety of target groups (e.g. students, colleagues, families, local community members, etc.) in order to promote and enhance partnerships within the learning environment.

Demonstrates professional growth collegially with others within the learning environment:

	Level 3 Advanced	Level 2 Proficient	Level 1 Developing	Level 0 Unsatisfactory or Not-Yet-Evident	Not Observed	N/A
Maintains professional rapport with the mentor teacher/supervisor and other personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receives constructive criticism well and works to improve based on recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates well with peers and others to the benefit of the teaching/learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates positive relationships with parents/guardians and other relevant school and community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Professional Development: The Music Education teaching professionals continually seek to improve their knowledge base and effectiveness as teachers and make positive contributions to the culture of their fields. They reflect on their teaching, students' performance, and developments in their field to extend their knowledge and refine their philosophy of music education.

Demonstrates acceptable efforts to continue professional development:

	Level 3 Advanced	Level 2 Proficient	Level 1 Developing	Level 0 Unsatisfactory or Not-Yet-Evident	Not Observed	N/A
Demonstrates resourcefulness to improve skill and augment knowledge base	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends concerts, conventions, and symposia when available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflects on lessons and rehearsals and applies conclusions to improve their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Personal and Professional Character:

Using the scale below as a guide, please rate this candidate as he/she compares with his/her peers:

	Level 3 Advanced	Level 2 Proficient	Level 1 Developing	Level 0 Unsatisfactory Or Not-Yet- Evident	Not Observed	N/A
CHARACTER/INTEGRITY						
RESPONSIBILITY						
COMMITMENT						
EFFORT						
LEADERSHIP POTENTIAL						
PROFESSIONAL APPEARANCE						
SELF-CONFIDENCE						
INTERPERSONAL SKILL						
ABILITY TO EXPRESS ONESELF						
ALERTNESS						

Overall Grade: _____

The final grade should be given as a comprehensive and “whole” reflection of the complete evaluation (not a mathematical computation - please see Appendix).

Overall Summation: (if desired, attach a separate sheet of paper)

*****Student Teachers are encouraged to request a formal letter of recommendation from their Cooperating (Mentor) Teacher and Supervisor. Career files and recommendation letter forms can be obtained through Ithaca College’s Career Services Office.**

ITHACA COLLEGE
SCHOOL OF MUSIC -- MUSIC EDUCATION DEPARTMENT

Senior Student Teaching – Evaluation
Appendix -- “Description”

This form is a tool for evaluating and assessing the student teacher and providing feedback. In addition, this evaluation form can be used as a reference of expected skills for the student teacher, the cooperating teacher, and the supervisor.

The evaluation form is intended to be viewed as a holistic and outcomes-based evaluative and feedback tool. The form is divided into sections based on the Ithaca College Music Education Program Standards (Learning Outcomes). It provides the reviewer the opportunity to evaluate based on a strongly agree to strongly disagree scale and open comment sections. The final grade should be a comprehensive evaluation of all the items listed in the document, not a mathematical calculation of all of the previous sections and subsections.

- Two Formal Reviews: As indicated by separate cover sheets, this evaluation form is used at the midpoint and conclusion of the student teaching experience.
 - Midpoint Assessment: This evaluation form will be completed by both the student teacher, as self-reflection, and by the cooperating teacher at the midpoint of the experience. These completed forms are then given to the supervisor during their second visit and used for feedback and goal setting for the student teacher. In addition, at the second visit, the supervisor completes a review of the student teacher. The student teacher keeps all three reviews (his/her own, cooperating teacher’s, and supervisor’s) as reference material to be placed in his/her senior student teaching portfolio (block report).
 - Final Evaluation: The final evaluation is completed by the student teacher, the cooperating teacher, and the supervisor.

Student Teacher: The student teacher will complete the final evaluation prior to the supervisor’s last visit. The completed evaluation form is reviewed by the supervisor and cooperating teacher and must be placed in the student teacher’s portfolio (block report).

Supervisor and Cooperating Teacher: The supervisor and cooperating teacher each complete the evaluation form as a final evaluation for the senior student teacher. Based on the indications the student teacher makes related to “right to view,” it is at the discretion of the evaluator as to whether or not they want to review the completed form with the senior student teacher. **These forms will be used by the supervisor in determining the final grade, and they must be mailed to the Senior Student Teaching Coordinator.**