EDU4353 - Secondary Music Student Teacher Evaluation Report - Form A-B

Introduction

Student _______________________________ Date _______________________________

What percent of students are minority? _______________________________

What percent of students have special needs? _______________________________

Please indicate the days the MLC student was absent. Click to add additional rows.

<table>
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<th>Date absent</th>
<th>Reason</th>
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Ministry Traits

Discuss in relation to service in the school and community.

- reflects faith in the Savior, Jesus Christ
- shows joy and enthusiasm for teaching
- shows dedication to the teaching ministry
- participates in school activities
- participates in community activities

Comments _______________________________

Minnesota Standards of Effective Practice for Teachers (adapted)

Evaluate the trait, the ability, or the success of the student teacher in each of the items listed. Use the following:

Not evident | Inconsistent but developing | Proficient | Highly evident | Mastered at an exemplary level

| 1 | 2 | 3 | 4 | 5 |

Standard 1: Subject Matter

1. demonstrates competence in content area subject matter

   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

   Comments _______________________________

2. researches to enrich and update content area subject matter

   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

   Comments _______________________________

Standard 2: Student Learning

1. modifies plans/procedures to meet students' needs

   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

   Comments _______________________________

2. plans lessons that are developmentally appropriate

   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

   Comments _______________________________

3. promotes active learning

   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

   Comments _______________________________

4. plans activities/experiences to achieve maximum participation

   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

   Comments _______________________________
Standard 3: Diverse Learners

1. respects each student as a unique child of God
   1 2 3 4 5
   Comments

2. is sensitive to students' backgrounds and feelings
   1 2 3 4 5
   Comments

3. provides for differences among students
   1 2 3 4 5
   Comments

Standard 4: Instructional Strategies

1. teaches lesson concepts logically and sequentially
   1 2 3 4 5
   Comments

2. utilizes teaching strategies which stimulate all levels of thinking skills
   1 2 3 4 5
   Comments

3. uses a variety of instructional resources to enhance lessons
   1 2 3 4 5
   Comments

4. has good command of standard conducting gestures
   1 2 3 4 5
   Comments

5. is expressive and compelling in conducting gestures
   1 2 3 4 5
   Comments

6. uses technological resources to enhance lessons
   1 2 3 4 5
   Comments

Standard 5: Learning Environment

1. creates and maintains a positive and productive learning environment
   1 2 3 4 5
   Comments

2. encourages and models Christian living among the students
   1 2 3 4 5
   Comments

3. speaks in a manner that gains the students' respect
   1 2 3 4 5
   Comments

4. uses disciplinary techniques which reflect Christian principles
   1 2 3 4 5
   Comments

5. is flexible in dealing with unexpected situations
   1 2 3 4 5
   Comments

6. is consistent and persistent in letting students know what is expected
   1 2 3 4 5
   Comments

7. manages the entire class while working with smaller groups
   1 2 3 4 5
   Comments

8. is conscious of the "little" details that contribute to good order
   1 2 3 4 5
   Comments
9. makes efficient use of rehearsal time

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**Standard 6: Communication**

1. has a pleasant and effective voice

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2. demonstrates effective oral and written communication with students

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3. demonstrates effective oral and written communication with co-workers, parents, and community

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**Standard 7: Planning Instruction**

1. develops plans that give evidence of the components of a well-structured lesson

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2. plans to integrate Christian truths into music education lessons when appropriate

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4. connects disciplinary knowledge to other subject areas

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5. chooses sacred repertory that reflects the Law and the Gospel

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6. chooses repertory that is interesting and challenging

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7. plans to integrate technology into lessons when appropriate

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**Standard 8: Assessment**

1. uses valid procedures to assess student learning

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2. provides timely feedback to students on the quality of their performance

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3. detects errors in technique and performance

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4. is able to correct errors in technique and performance

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5. uses technological tools to assess student learning

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### Standard 9: Reflection and Professional Development

1. shows appropriate self-confidence
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - Comments

2. is punctual and dependable in attendance
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - Comments

3. exhibits professional dress and demeanor
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - Comments

4. displays leadership qualities
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - Comments

5. is reliable in completing assigned tasks
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - Comments

6. is well organized and efficient
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - Comments

7. displays initiative
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - Comments

8. has a positive attitude toward music and the ensemble
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - Comments

9. strives for excellence in performance
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - Comments

10. is able to accept and implement constructive criticism
    - [ ] 1
    - [ ] 2
    - [ ] 3
    - [ ] 4
    - [ ] 5
    - Comments

11. makes appropriate self-evaluations of teaching
    - [ ] 1
    - [ ] 2
    - [ ] 3
    - [ ] 4
    - [ ] 5
    - Comments

12. makes appropriate adjustments as a result of self-evaluation
    - [ ] 1
    - [ ] 2
    - [ ] 3
    - [ ] 4
    - [ ] 5
    - Comments

### Standard 10: Collaboration, Ethics, and Relationships

1. is considerate, courteous, and cooperative
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - Comments

2. is friendly when meeting people
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - Comments

3. relates well to others in social situations
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - Comments

### Narrative Evaluation

The Narrative Evaluation section (formerly Form B) provides information that will be used in the candidate's profile prepared for the WELS Assignment Committee.

Describe the candidate as a person:

Describe the candidate as an instructor:
Describe the candidate as a classroom manager:

Describe the candidate as a conductor:

Identify strengths in general shown by the candidate:

Identify strengths in music shown by the candidate:

Identify weaknesses in general shown by the candidate:

Identify weaknesses in music shown by the candidate:

Is the candidate recommended to teach at the secondary level?
☐ Yes
☐ No

Additional comments:

Final Ratings for Student Teaching

See "Rubric for Final Ratings for Student Teaching" for descriptions of rating choices.

Teaching:
☐ Superior
☐ Strong-Superior
☐ Strong
☐ Satisfactory-Strong
☐ Satisfactory
☐ Acceptable-Satisfactory
☐ Acceptable

Management:
☐ Superior
☐ Strong-Superior
☐ Strong
☐ Satisfactory-Strong
☐ Satisfactory
☐ Acceptable-Satisfactory
☐ Acceptable