



### Music Education Student Teaching Evaluation Form

Below is an example of the evaluation instrument that you will complete for your NAU student teacher candidate at midterm and final dates. Please check with the University Supervisor to determine a “best fit” timeframe for completion of each evaluation. Completion and submission of the midterm and final evaluations are required to finalize remuneration for mentoring a candidate.

The evaluation instrument is delivered to your reported email through the NAU Qualtrics Survey System. Upon successful completion, the results will be emailed to your teacher candidate and the University Supervisor. If there is a need to report an “unsatisfactory progress” on behalf of the teacher candidate, the results will also be sent to the Director of the Office of Fieldwork Experiences as an “alerted” situation.

Thank you for taking the time to provide a meaningful, guided evaluation of your teacher candidate’s performance in your classroom noting the impact they have on student learning.

N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	N	U	A	T
<b>1. 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.</b>							
<b>Demonstrates acceptable understanding of musical content and skills:</b>							
Ability to hear and correct musical errors NASM-VIII.B.1.c							
Ability to sing/play musical lines at sight NASM-VIII.B.1.c							
Modeling of appropriate performance skills NASM-VIII.B.1.b.							
Knowledge of musical terminology and symbols NASM-VIII.B.2.a.							
Appropriate score analysis techniques (harmonic, rhythmic, structure, understanding of musical styles) NASM-VIII.3.b.(1).b.							
<b>Demonstrates acceptable understanding of conducting skills:</b>							
Executes clear patterns that include appropriate size, style, and tempo NASM-VIII.3.b.1.b.							
Conveys expressive musicianship NASM-VIII.3.b.1.a							
Facilitates student performance through clear gestures and eye contact NASM-VIII.3.b.1.a.							
<b>Demonstrates acceptable understanding of individual needs related to student learning:</b>							
Establishes realistic goals and standards according to student needs NASM-VIII.L.3.d.(3)							
Selects appropriate literature/materials according to student needs NASM-VIII.L.4.b.							
Anticipates areas with potential student learning challenges NASM-VIII.L.3.d.(3)							
Uses a variety of teaching strategies to accommodate student needs NASM-VIII.L.3.d.(4)							
<b>Demonstrates acceptable technical knowledge of the instruments:</b>							
Demonstrates knowledge of fingerings, ranges, transpositions, and playing positions of the instruments NASM-VIII.L.3.c.(3).(a)							
Describes/demonstrates effective articulation/ bowing techniques NASM-VIII.L.3.c.(3).(a)							
Demonstrates knowledge of intonation and balance tendencies of the ensemble NASM-VIII.L.3.c.(3).(a)							
Troubleshoots equipment malfunctions and demonstrates an understanding of basic instrument adjustment and repair NASM-VIII.L.3.c.(3).(a)							
<b>Demonstrates acceptable technical knowledge of vocal pedagogy:</b>							
Breath Management NASM-VIII.L.3.c.(2).(a)							
Vowels NASM-VIII.L.3.c.(2).(a)							
Consonants NASM-VIII.L.3.c.(2).(a)							
Intonation NASM-VIII.L.3.c.(2).(a)							
Vocal Tone/Resonance NASM-VIII.L.3.c.(2).(a)							
Posture NASM-VIII.L.3.c.(2).(a)							

N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	N	U	A	T
Working of the “Vocal “Mechanism” NASM-VIII.L.3.c.(2).(a)							
Balance NASM-VIII.L.3.c.(2).(a)							
Unified Choral Sound NASM-VIII.L.3.c.(2).(a)							
<b>2. 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 Arizona State Standards in Music Education and use appropriate materials and strategies to develop students’ critical thinking, problem solving, and performance skills.</b>							
<b>Demonstrates acceptable rehearsal/classroom planning:</b>							
Anticipates challenges in the musical scores NASM-VIII.L.d.(1,2,3).							
Plans ahead adequately NASM-VIII.L.d.(3).							
Creates clear and thorough lesson plans, including appropriate objectives that lead to musical development NASM-VIII.L.d.(3).							
Paces the lesson well, maintaining positive balance between instruction and time on the instrument NASM-VIII.L.d.(3).							
<b>Demonstrates acceptable teaching and rehearsal techniques:</b>							
Diagnoses specific performance challenges NASM-VIII.L.d.(6).							
Presents effective solutions to performance challenges NASM-VIII.L.d.(4,5).							
Uses a variety of rehearsal techniques NASM-VIII.L.d.(4,5).							
Communicates clearly during rehearsals NASM-VIII.L.d.(1).							
Provides appropriate feedback to students NASM-VIII.L.d.(6).							
Paces the rehearsal well NASM-VIII.L.d.(3).							
Demonstrates logical rehearsal sequence NASM-VIII.L.d.(3).							
Establishes appropriate teacher/student relationships NASM-VIII.L.d.(1).							
Asks questions that elicit problem-solving skills NASM-VIII.L.d.(1).							
Provides effective guidance through musical demonstrations NASM-VIII.B.1.b.							
Incorporates the Arizona State Standards effectively NASM-VIII.L.d.(4).							
Displays a clear focus of “Music as an art form” expression, aesthetics, and beauty through music education NASM-VIII.L.3.a.(2).							
Demonstrates appropriate piano/keyboard skills within the rehearsal (Vocal-General Music. only) NASM-VIII.L.c.(2).(d).							
<b>3. 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.</b>							
<b>Demonstrates acceptable organizational and pedagogical knowledge and techniques:</b>							
Develops effective working rapport with students NASM- VIII.L.3.a.(3).							
Demonstrates consistency and fairness to students NASM- VIII.L.3.a.(3).							
Fosters student independence NASM- VIII.L.3.d.(1).							
Encourages active student involvement NASM- VIII.L.3.d.(1).							
Models responsible and professional behavior, including punctuality and appropriate dress NASM – VIII.L.3.a.(5).							
Attends to the physical conditions of the classroom NASM- VIII.L.3.a.(5).							
Provides a motivating learning environment NASM- VII.L.3.a.(3).							
Demonstrates effective classroom management NASM- VIII.L.3.d.(1).							
<b>4. 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.</b>							
<b>Demonstrates acceptable flexibility and understanding to the teaching/learning situation:</b>							
Demonstrates an understanding of students’ intellectual growth and social development NASM- VII.L.3.d.(2).							

N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	N	U	A	T
Modifies plans, materials, and teaching to allow for individual differences NASM- VIII.L.3.d.(5).							
Addresses musical styles in a historical and cultural context NASM- VIII.L.3.a.(2).							
As appropriate, provides culturally affirming experiences NASM- VIII.L.3.d.(3).							
<b>5. Technology: The Music Education teaching professionals effectively utilize technology to enhance students' learning and professional growth.</b>							
<b>Demonstrates appropriate use of technology (as available: computer, internet, MIDI, tuner, metronome, and recording/playback equipment, etc.):</b>							
Uses technology effectively to enhance students' learning NASM- VIII.L.3.a.(6).							
Uses technology effectively to enhance professional development NASM – VIII.3.a.(7).							
<b>6. 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.</b>							
<b>Demonstrates acceptable techniques for assessment and evaluation:</b>							
Effectively assesses student performance in relation to stated goals during and following rehearsals/ teaching NASM- VIII.L.3.d.(6).							
Plans short-term and long-term goals and strategies based on evaluation of previous teaching NASM- VIII.L.3.d.(6).							
Uses feedback appropriately NASM- VIII.L.3.d.(6).							
Encourages student self-reflection and evaluation as appropriate NASM- VIII.L.3.d.(6).							
Utilizes appropriate technology for assessment and evaluation NASM- VIII.L.3.d.(6).							
<b>7. 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.</b>							
<b>Demonstrates professional growth collegially with others within the learning environment:</b>							
Maintains professional rapport with the mentor teacher/supervisor and other personnel NASM- VIII.L.3.a.(5).							
Receives constructive criticism well and works to improve based on recommendations NASM- VIII.L.3.a.(6).							
Communicates well with peers and others to the benefit of the teaching/learning environment NASM- VIII.L.3.a.(5).							
Creates positive relationships with parents/guardians and other relevant school and community members NASM- VIII.L.3.a.(5&6).							
<b>8. 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.</b>							
<b>Demonstrates acceptable efforts to continue professional development:</b>							
Demonstrates resourcefulness to improve skill and augment knowledge base NASM- VIII.L.3.a.(7).							
Attends concerts, conventions, and symposia when available NASM- VIII.L.3.a.(6).							
Reflects on lessons and rehearsals and applies conclusions to improve their teaching NASM- VIII.L.3.d.(5).							
Presents Professional Portfolio for review							
<b>Progress</b>							
<b>Student Teacher Professional Progress</b>							
Student Teacher Professional Progress (check one)							
Professional progress is satisfactory for time and placement.							
Professional progress is not satisfactory for time and placement (alert will be sent).							
Comments: <b>Please provide any additional comments you would like to add regarding this student's performance.</b>							

N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	N	U	A	T
<p>Comments: <b>How did your candidate use technology to impact student learning in the classroom? Please be specific in terms of the software, applications, hardware, other devices, or technology integration strategies used.</b></p>							
<p>Comments: <b>How did your candidate demonstrate appropriate professional behavior? (e.g., professional dress, language, punctuality, ethical behavior, reflective practice, flexibility, initiative, collaboration, responsibility, accepting constructive feedback, fostering respectful communication, etc.)</b></p>							
<p>Comments: <b>Briefly describe how your student teacher candidate interacted with your students to positively impact your students' overall learning (e.g., analysis of learning-teaching context, review or implementation of pre-assessment(s), active engagement of students, differentiation of instruction, use of formative assessment techniques, analysis of assessment data in relation to learning outcomes, etc.)?</b></p>							
<p>Please note the interpretation for the scoring rubric is as follows:</p> <p>N = Not Applicable/Not Observed = You have not seen evidence of candidate demonstrating the criteria.</p> <p>U = Unacceptable = You have seen evidence of candidate demonstrating unacceptable performance in the criteria.</p> <p>A = Acceptable = You have seen evidence of candidate demonstrating acceptable or appropriate performance in the criteria. This would be the level in which all candidates are expected to “meet” by the end of their experience in your classroom.</p> <p>T = Target = Exceeding = You have repeatedly seen evidence of candidate demonstrating a level above the standard expectation of practice for a student teacher candidate. The performance would be equal to a practicing teacher beyond the first year.</p>							