12.19.23

Richard W. Riley College of Education, Sport and Human Sciences, Winthrop University
MUSIC EDUCATION <u>INTERNSHIP I</u> EVALUATION REPORT

Teacher Candidate Name:		WU ID#:			
School:		Grade:		Date:	
Mentor Teacher Name:		University Supervisor Name:			

OBSERVATIONS	Lesson Content/Topic	Date
University Supervisor		
Mentor Teacher		
Site-Based Observer		

EVALUATION OUTCOMES	**Below Expectations**	**Meets Expectations**	**Exceeds Expectations**
Short Range Planning			
Instruction			
Environment			
Professionalism			
Music Education			

A teacher candidate must score a "Meets Expectations" rating or above in each performance domain to be scored as **Satisfactory**.
The teacher candidate is ☐ **Unsatisfactory** ☐ **Satisfactory**

With my signature below, I attest to attending an introductory meeting, participating in the midterm/final [circle one] *evaluation conference, and agreeing with the data/ratings presented in the report.*

_____ _____ _____
Teacher Candidate Mentor Teacher University Supervisor

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Directions: The **Music Education Internship I Evaluation Scoring Rubric** provides detailed descriptions for teacher candidates at each of the following levels: **EE**= "Exceeds Expectations," **ME**= "Meets Expectations," and **BE**= "Below Expectations." **NO =** "No Opportunity" (*NA in the SL&L system*); this column should be used if a candidate has not yet had the opportunity to demonstrate a competency. Please highlight the appropriate rating and then provide rating explanations under "Supporting Documentation and Evidence."

Domain 1: SHORT-RANGE PLANNING		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
1.1	TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards. InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)	Lesson plans do not align with unit goals. Some learning experiences included in the lessons do not meet any identified objectives or are developmentally inappropriate. Learning experiences are passive and do not ensure student engagement. Lesson plans do not meet expectations of the discipline.	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and **ensure student engagement**. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.		
1.2	TC designs, selects, or modifies assessments that are aligned with lesson objectives. InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	Assessments do not align with lesson objectives, or no assessments are identified.	Lesson assessments align with lesson objectives and occur at least once during the lesson.	**Informal and formal** lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at **various points during the lesson**.		

| 1.3 | TC uses data from formative, diagnostic, and summative assessments to guide instructional planning.

InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment) | TC does not gather or examine student performance data or does not use data appropriately in the planning process. | TC uses student performance data (from previous assessments or pre-assessment) to guide instructional strategies. | TC gathers and uses learner performance data from a **variety** of assessments to **modify lesson objectives** and instructional plans. | | |
|---|---|---|---|---|---|---|
| 1.4 | TC plans differentiated instruction to address diverse learning needs.

InTASC 1, 7 CAEP 1.4 SCTS 4.0 – Planning (Instructional Plans) | Lesson plans do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans. | Lesson plans include general strategies for addressing diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable. | Lesson plans include **specific strategies** for differentiation of **teaching procedures/pacing** to address diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable. | | |

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **short-range planning**			

Describe at least one **short-range planning** strength:	

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List at least one **short-range planning** goal:					

Domain 2: INSTRUCTION	BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
2.1 TC effectively communicates appropriately challenging expectations to learners. CAEP 1.4 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)	TC does not communicate expectations for what students will know and be able to by the end of the lesson.	TC communicates appropriately challenging expectations for what students will know and be able to do by the end of the lesson.	TC communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the **purpose and relevance of the content**.		
2.2 TC differentiates instruction to meet the needs of diverse learners. CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students)	TC does not attempt to differentiate instruction.	TC uses general strategies to differentiate instruction in an attempt to meet the needs of diverse learners.	TC uses a **variety of specific** instructional strategies for meeting the needs of diverse learners.		
2.3 TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content. InTASC 4; CAEP 1.3;	TC presentation of content has misinformation and lacks clarity.	TC presentation of content is clear and accurate. TC correctly addresses learner questions and misconceptions.	TC's presentation of content is clear, **precise**, and accurate. The TC uses content knowledge to field questions, **make connections,** and address misconceptions.		

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	SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students)					
2.4	TC measures student mastery of learning by using assessment strategies with established performance criteria. InTASC 6 SCTS 4.0 – Instruction (Standards and Objectives)	TC does not establish performance criteria for assessments and/or does not conduct assessment of learning.	TC measures student mastery of learning through assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria.	TC uses **multiple** assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria **throughout instruction** to measure mastery of learning. **In addition, candidate provides opportunities for individual learners to self-check during the lesson.**		
2.5	TC provides specific and timely instructional feedback to students pertaining to stated outcomes. InTASC 6 SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)	TC rarely provides feedback or feedback is unrelated to lesson objectives.	TC provides general instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.	TC provides **specific**, corrective, and **timely** instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.		
2.6	TC uses appropriate voice tone and pacing to manage	TC voice tone is inappropriate for managing instruction/environment.	TC demonstrates effective teaching and communication	TC demonstrates effective teaching and communication skills by **varying** voice tone and		

	instruction/environment effectively. SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)	Lesson pacing interferes with student learning.	skills through appropriate voice tone and lesson pacing/sequence.	**changing** the pacing/sequence of the presentation based upon student feedback during lesson.		
2.7	TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds. CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students)	TC makes no attempt to integrate cultural and linguistic backgrounds into instruction or learning experiences.	TC addresses the needs of students from diverse cultural and/or linguistic backgrounds with general strategies or learning experiences.	TC uses strategies that address the needs of **individual** learners from diverse cultural backgrounds including strategies such as providing examples that are **relevant to specific culture**.		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **instruction**			

Describe at least one **instruction** strength:	
List at least one **instruction** goal:	

Domain 3: ENVIRONMENT		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
3.1	TC maintains a physically safe educational environment that is conducive to learning. SCTS 4.0 – Instruction (Lesson Structure and Pacing); Environment (Environment)	TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.	TC follows the mentor teacher's procedures to physically arrange the classroom to avoid distractions and ensure safe use of materials.	TC follows safety procedures and **makes adjustments** to the physical environment to **promote learning**, avoid distractions, and ensure safe use of materials.		
3.2	TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures. InTASC 2 SCTS 4.0 – Environment (Respectful Culture)	TC responds to students with bias toward students who differ by gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC tolerates bullying and/or disrespectful peer interactions.	TC addresses student difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC works to establish a bully-free environment and foster interactions which exhibit awareness of students' background and culture and are free from unhealthy conflict, sarcasm, and put-downs.	TC responds **positively** to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. **TC establishes a bully-free environment and considers proactive measures to foster classroom community and respect for diversity** which acknowledge and celebrate all students' background and culture. TC ensures all interactions are free from unhealthy conflict, sarcasm, and put-downs.		
3.3	TC creates environments that promote positive social interaction and	TC rarely uses strategies that promote student social interaction.	TC implements instructional activities (partner and group work,	TC structures instructional **and non-instructional routines** and activities (partner		

	collaboration in the learning environment. InTASC 3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture)		procedures, project-based learning, etc.) to support positive social interactions and productive teamwork.	and group work, procedures, project-based learning, etc.) to support positive social interactions, productive teamwork, and **collaborative learning**.	
3.4	TC manages instructional routines and transitions between activities or classes in an efficient and orderly manner. InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)	TC implements ineffective procedures for managing routines and transitions resulting in reduced active engagement in instructional activities and increased problem behavior.	TC follows the mentor teacher's procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.	TC **follows and makes appropriate adjustments to** the mentor teacher's procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.	

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **environment**			

Describe at least one **environment** strength:	

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List at least one **environment** goal:	

Domain 4: PROFESSIONALISM	BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
4.1 TC effectively co-teaches with the mentor teacher.	TC does not engage in co-teaching with the mentor teacher.	TC follows the guidance of the mentor teacher to plan and implement co-taught lessons.	TC **collaborates with the mentor** teacher to plan and implement co-taught lessons.		
4.2 TC establishes professional relationships with school personnel and students. InTASC 10	TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.	TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.	TC not only conducts self in a professional manner, **but, also, takes initiative to establish positive relationships with school personne**l (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.		
4.3 TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.	TC's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard	TC's verbal communication is appropriate for students and professionals and reflects standard English conventions.	TC's verbal communication **integrates professional vocabulary** which is appropriate for students and professionals and		

		English conventions.		reflects standard English conventions.		
4.4	TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.	TC's external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., frequent or substantive errors in writing mechanics and/or sentence structure).	TC's external written communication is appropriate for students and caregivers and reflects standard English conventions (i.e., few errors in writing mechanics and sentence structure).	TC's external written communication is **clear and appropriate for varied audiences**. Communication reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure) and **includes proficient use of professional language**.		
4.5	TC adheres to the university and school/district rules, *Standards of Conduct for South Carolina Educators,* and FERPA requirements and acts appropriately when faced with legal issues with children. ** InTASC 9	TC violates one or more of the school/district rules, *Standards of Conduct for South Carolina Educators,* or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm to the children served.	TC's conduct conforms to school/district rules as well as the *Standards of Conduct for South Carolina Educators.* The TC observes confidentiality of student information (FERPA). The TC acts appropriately when faced with legal issues facing the children he/she serves.	TC meets all requirements at the acceptable level and **demonstrates an advocacy position** when discussing or acting upon legal issues related to students.		
4.6	TC demonstrates professional responsibility (e.g.	TC is not prepared to teach each day. Lesson plans may	TC comes to the classroom prepared for each day. TC	TC comes to the classroom prepared for each day and **displays a**		

	preparedness, responsibility, initiative, time management) SCTS 4.0 – Environment (Environment) Professionalism (Growing and Developing Professionally)	be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities.	prepares plans in advance and discusses them with the mentor teacher. TC organizes materials and activities in advance.	**high degree of organization**. Plans are prepared in advance and discussed with mentor teacher. TC organizes materials and activities in advance and **takes initiative for various classroom responsibilities**.		
4.7	TC is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback. SCTS 4.0 – Professionalism (Growing and Developing Professionally)	TC is argumentative, oppositional, or defensive when receiving constructive feedback or professional learning. TC makes no attempt to incorporate appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC receives feedback in a mature manner and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC **seeks and is receptive to constructive feedback.** TC receives feedback in a mature manner and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).		

| 4.8 | TC uses self-reflection to evaluate and improve professional practice.

InTASC 9
SCTS 4.0 – Professionalism (Reflecting on Teaching) | TC's reflections include general statements not supported by specific examples and plans for change are not included. | TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve instruction and student learning. | TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections include **detailed explanations of strategies** that will be used to improve instruction and student learning. | | |

** A *Below Expectations* rating on this item may result in failure for the internship.

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **professionalism**			

Describe at least one **professionalism** strength:	
List at least one **professionalism** goal:	

Domain 5: MUSIC Education	BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.1 TC provides opportunities for students to sing and/or play alone and with others, a varied repertoire of music.	Lessons rarely provide opportunities for singing and/or playing with expression, and technical accuracy, a diverse repertoire of literature in the	Lessons usually provide opportunities for singing and/or playing with expression, and technical accuracy, a diverse repertoire of literature in the	Lessons consistently provide opportunities for singing and/or playing with expression, and technical accuracy, a diverse repertoire of literature in the context of large and small		

		context of large and small ensembles, as well as solo performances.	context of large and small ensembles, as well as solo performances.	ensembles, as well as solo performances.		
5.2	TC provides opportunities for students to read and/or notate music.	Few lesson plans and instruction reflect experiences in reading and/or writing music notation.	Most lesson plans and instruction reflect some experiences in reading and/or writing music notation.	Lesson plans and instruction reflect a variety of experiences in reading and/or writing music notation.		
5.3	TC utilizes score analysis as the basis of musical instruction and formulation of learning goals.	Learning goals are formed, but there is little or no evidence of analysis of the musical score and/or music materials such as methods books and standards-based curricular materials.	Learning goals are formed after some analysis of the musical score and/or music materials such as methods books and standards-based curricular materials. General knowledge and interpretation of all musical elements — melody, rhythm, form, harmony, orchestration, texture, dynamics, stylistic, articulation and historical context —in the score and/or music materials are evident.	Learning goals are formed after careful and detailed analysis of the musical score and/or music materials such as methods books and standards-based curricular materials. Knowledge and interpretation of all musical elements — melody, rhythm, form, harmony, orchestration, texture, dynamics, stylistic, articulation and historical context —in the score and/or music materials are evident.		
5.4	TC models appropriate performance	Modeling is rarely or never a part of every lesson.	Modeling is frequently an effective and consistent part of	Modeling is an effective and consistent part of every lesson and demonstrates proper		

	expectations on major instrument.		every lesson and demonstrates proper tone production, intonation, expression, phrasing and musical style.	tone production, intonation, expression, phrasing and musical style.	
5.5	TC uses classroom accompanying skills on piano, guitar, and/or Orff instruments (choral and elementary only).	Rarely demonstrates technical accuracy with little or no attempt made to incorporate dynamic/stylistic awareness using steady and appropriate tempo.	Demonstrates a functional level of technical accuracy, inconsistently incorporating dynamic/stylistic awareness with steady and appropriate tempos.	Consistently demonstrates a proficient level of technical accuracy, and dynamic/stylistic awareness using steady and appropriate tempo.	
5.6	TC pedagogically addresses the characteristics of individual instruments and vocal parts.	Infrequently or never demonstrates knowledge of ranges, vocal or instrument tendencies, fingerings, embouchures, instrument executive skills, articulation, and tone production.	Demonstrates some knowledge of ranges, vocal or instrument tendencies, fingerings, embouchures, instrument executive skills, articulation, and tone production.	Consistently demonstrates knowledge of ranges, vocal or instrument tendencies, fingerings, embouchures, instrument executive skills, articulation, and tone production.	
5.7	Uses effective musical leadership in classroom instruction and ensemble performance.	Unable to identify and diagnose performance errors, and/or prescribe solutions. Fails to demonstrate conducting and gesturing that guides, leads, and motivates	Often identifies and diagnoses performance errors, and prescribes solutions. Often demonstrates conducting and gesturing that guides, leads, and motivates	Consistently identifies and diagnoses performance errors, and prescribes solutions. Consistently demonstrates conducting and gesturing that guides, leads, and motivates	

		the class and/or musical ensemble.	the class and/or musical ensemble.	the class and/or musical ensemble.		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **music education**			

Describe at least one **music education** strength:	
List at least one **music education** goal:	