

WESTMINSTER
CHOIR COLLEGE



RIDER
UNIVERSITY

Department of Music Education

Student Teacher Assessment

(Revised, Fall 2010)

PLEASE RETURN THIS COMPLETED FORM TO DWILLIAMSON@RIDER.EDU

Student's Name _____

School _____

Cooperating Teacher _____

College Supervisor _____

Grade Level _____ Semester and Year _____

TO BE COMPLETED BY THE COOPERATING TEACHER

this assessment is keyed to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and was revised Fall, 2010.

Directions: Please check the appropriate box for each item.
The scoring rubric is as follows:

- 5 Teaching is **EXEMPLARY** and far exceeds the expectations for this level of experience. (This is the level one would expect an experienced teacher. Use this number sparingly and **ONLY** in the rare instances where the student demonstrates proficiency and competency equal to or exceeding that of the cooperating teacher.)
- 4 Exceeds the expectations for this level of experience.
- 3 **Meets the expectations for the appropriate level of the experience (We expect MOST categories to receive 3).**
- 2 Some continued growth noted here.
- 1 Teacher does not meet the minimum level of expected performance.

This form is NOT COMPLETE without written comments in the places provided for Student Strengths and Suggestions for student's continued growth. Any category that is assigned a 2 or 1, should be coupled with a written comment.

	5	4	3	2	1
Standard One: Content Pedagogy					
The teacher understands the central concepts, tools of inquiry, and structures of the discipline and can create learning experiences that make these aspects of subject matter meaningful for students and appropriately available.					
Standard Two: Student Development					
The teacher understands how children learn and develop, and can design and provide learning opportunities that support a child's intellectual, social, and personal development, and connect with students' prior experiences.					
Standard Three: Diverse Learners					
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners, while creating a learning community that respects individual differences.					
Standard Four: Multiple Instructional Strategies					
The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skill. The teacher is able to assume different roles in the instructional process (instructor, facilitator, audience, assessor) to accommodate content, purpose, and learner needs.					
Standard Five: Motivation and Management					
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. The teacher organizes, allocates, and manages time, space and activities in a way that is conducive to learning, while encouraging clear procedures and expectations that ensure students assume responsibility for themselves and others.					
Standard Six: Communication and Technology					
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster and support active inquiry, collaboration, and supportive interaction in the classroom. The teacher demonstrates communication that is sensitive to cultural differences and free of gender bias.					

	5	4	3	2	1
Standard Seven: Planning					
The teacher plans short and long-term instruction based upon knowledge of subject matter, students, the community, and curriculum goals.					
Standard Eight: Assessment					
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. The teacher's assessment strategies are appropriate, and are effectively tracked.					
Standard Nine: Reflective Practice and Professional Development					
The teacher is a reflective practitioner who continually evaluates the impact of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. The teacher consults with professional colleagues for support, problem solving and new ideas.					
Standard Ten: School and Community Involvement					
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community (as appropriate for student teachers) to support students' learning and well-being. The teacher advocates for students.					

Student's Strengths:

Suggestions for Continued Growth:

Student Name: _____

4

Recommended for Letter of Eligibility (Certification):

Select one: **YES** **RECOMMENDED WITH RESERVATIONS** **NO**

____ By checking this box I, the evaluator, certify that the student has had the opportunity to review the evaluation and to discuss it with me.

Date: _____

Please return this completed form to Debbie Williamson at dwilliamson@rider.edu