Evaluation Results

Author: John Giacchi

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DRF template: 2013-2014_Music Education K-12

Program: Music Education 2013-2015

Evaluation Method: Using Rubric

Evaluation Summary for EDC 484: Cooperating Teacher Final Eval(1st) (Cooperating Teacher Final Evaluation (1st placement))

Final Score: 107.00 (out of 145)

Detailed Results (Rubric used: Cooperating Teacher Student Teaching Evaluation)

Attached Standards: 🕞 (Collapse All) 🦰 (Expand All)

1.1 Connecting students' prior knowledge, life experience, and interests with learning goals

(1) Little Evidence

Opens lesson to capture students' attention and interest. Teacher recognizes the value of students' prior knowledge and life experiences.

(2) Approaching the Standard

Asks questions that elicit students' prior knowledge, life experiences and interests. Some connections are made to the learning goals and objective of the lesson.

(3) Meets the Standard

Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.

(4) Above the Standard

Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.

(5) Well Above the Standard

Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.

Standards

Criterion Score: 3.50

1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs

(1) Little Evidence

Uses a few instructional strategies. Delivers instruction with available resources and materials.

(2) Approaching the Standard

Varies instruction to increase student participation. Selects strategies, resources, and visuals with some consideration of students' academic and linguistic needs.

(3) Meets the Standard

Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.

(4) Above the Standard

Uses a repertoire of strategies and resources. Select and differentiates learning to accommodate students' diverse learning styles.

(5) Well Above the Standard

Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.

Standards

Criterion Score: 4.00

1.3 Facilitating learning experiences that promote autonomy, interaction, and choice

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(1) Little Evidence

Directs learning experiences through whole group and individual work with possibilities for interaction and choice.

(2) Approaching the Standard

Varies learning experiences to include work in large groups and small groups, with student choice within learning activities.

(3) Meets the Standard

Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.

(4) Above the Standard

Uses a variety of learning experiences to assist students in developing independent working skills and group participation skills. Supports student in making appropriate choices for learning.

(5) Well Above the Standard

Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.

Standards

Criterion Score: 4.00

1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful

(1) Little Evidence

Directs learning experiences and monitors student progress within a specific lesson. Assistance is provided as requested by students.

(2) Approaching the Standard

Provides some opportunities for students to monitor their own work and to reflect on progress and process.

(3) Meets the Standard

Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on and discuss progress and process.

(4) Above the Standard

Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring, and reflecting on progress and process.

(5) Well Above the Standard

Facilitates students to initiate learning goals and set criteria for demonstrating and evaluating work. Students reflect on progress/process as a regular part of learning experiences.

Standards

Criterion Score: 3.50

2.1 Creating a physical environment that engages all students

(1) Little Evidence

Arranges room for teacher accessibility to or visibility of students. Room displays relate to the curriculum. Movement and access may be restricted by barriers.

(2) Approaching the Standard

Arranges and manages room for easy movement and access to resources. Room displays represent current topics of study.

(3) Meets the Standard

Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.

(4) Above the Standard

Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities.

(5) Well Above the Standard

Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment.

Standards

Criterion Score: 4.00

2.2 Establishing a climate that promotes fairness and respect

(1) Little Evidence

Establishes rapport with individual students. Acknowledges some incidents of unfairness and disrespect.

(2) Approaching the Standard

Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.

(3) Meets the Standard

Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages students to respect differences.

(4) Above the Standard

Maintains caring, respectful, and equitable relationships with students. Supports students in developing skills to respond to inequity and disrespect.

(5) Well Above the Standard

Fosters a safe, inclusive, and equitable learning community. Students participate in maintaining a climate of equity, caring and respect and may initiate creative solutions to conflicts.

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Standards

Criterion Score: 4.00

2.3 Promoting social development and group responsibility

(1) Little Evidence

Encourages student
responsibility for self.
Creates opportunities
for individual students
to have classroom
responsibilities.

Uses some s
and activitie
develop students
individual re
and recognition
others' right
needs. Students

(2) Approaching the Standard

Uses some strategies and activities to develop students' individual responsibility and recognition of others' rights and needs. Students share in classroom responsibilities.

(3) Meets the Standard

Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom.

(4) Above the Standard

Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.

(5) Well Above the Standard

Facilitates an environment in which students take initiative socially and academically. Promotes and supports student leadership beyond the classroom.

Standards

Criterion Score: 3.50

2.4 Establishing and maintaining standards for student behavior

(1) Little Evidence

Communicates rules and consequences. Responds to disruptive behavior. Focuses on presenting lessons.

(2) Approaching the Standard

Establishes
expectations and
consequences for
student behavior.
Responds appropriately
to disruptive behavior
and promotes some
positive behaviors.

(3) Meets the Standard

Uses strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior. Monitors behavior while teaching and during student work time.

(4) Above the Standard

Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's in a respectful way.

(5) Well Above the

Standard

Facilitates a positive environment in which students are guided to take a strong role in maintaining and monitoring behavior.

Standards

Criterion Score: 3.50

2.5 Planning and implementing classroom procedures and routines that support student learning

(1) Little Evidence

Establishes some procedures to support student learning. Students are aware of the procedures.

(2) Approaching the Standard

Develops and guides students to learn routines and procedures for most activities.

(3) Meets the Standard

Identifies, supports, and monitors students in following routines and procedures that are appropriate and efficient for the learning activities.

(4) Above the Standard

Uses strategies to assist students in developing and maintaining equitable routines and procedures.

(5) Well Above the Standard

Assists all students in developing and internalizing equitable routines and procedures. Students show ownership of routines and procedures.

Standards

Criterion Score: 3.50

2.6 Using instructional time effectively

(1) Little Evidence

Pacing reflects too much or too little time for learning activities, classroom business, and transitions.

(2) Approaching the Standard

Provides time for students to complete learning activities. Develops some routines for classroom business

(3) Meets the Standard

Provides adequate time for presentation and for completion of learning activities. Paces instruction and

(4) Above the Standard

Paces instruction to include ongoing review and closure of lessons to connect them to future lessons.

(5) Well Above the Standard

Presents, adjusts, and facilitates instruction and daily activities so all students have time for learning, are

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and most transitions are timely. Uses strategies to pace and adjust instruction to ensure continual engagement. classroom business to maintain engagement. Uses transitions to support engagement of all students. Classroom business and transitions are efficient and integrated into learning activities. continually engaged, and have opportunities for reflection and assessment. Supports students to self-monitor time on task.

Standards

Criterion Score: 4.00

3.1 Demonstrating knowledge of subject matter content and student development

(1) Little Evidence

Has a basic knowledge

of subject mater and

student development.

understanding of key

Uses knowledge of subject matter to identify key concepts and associated skills.

Standard

(2) Approaching the

(3) Meets the Standard

Communicates key concepts, skills, and themes in an accurate, clear, and coherent manner. Builds on instruction with students' cognitive and linguistic abilities in mind.

(4) Above the Standard

Uses expanded knowledge of subject matter to support student understanding of key concepts, themes, multiple perspectives, and relationships in subject area(s). Activities are suitable for students' cognitive development.

(5) Well Above the Standard

Flexibly uses comprehensive knowledge of subject matter and student development to ensure that all students understand key concepts, themes, multiple perspectives, and relationships in and among subject area(s).

Standards

Promotes an

concepts.

Criterion Score: 4.00

3.2 Organizing curriculum to support student understanding of subject matter

(1) Little Evidence

Demonstrates some

to support student

understanding.

knowledge of curriculum

Uses knowledge of subject matter to promote students' understanding of key concepts, skills, and standards taught. May connect key concepts to standards and

(2) Approaching the

Standard

frameworks.

Standard

(3) Meets the Standard

Identifies key concepts, skills, and units/themes to facilitate student understanding and reflect standards and frameworks.

(4) Above the Standard

Organizes and sequences subject matter to coordinate core curriculum and content standards within and across subject matter as appropriate.

(5) Well Above the Standard

Designs and adapts subject matter to demonstrate a consistent in-depth student understanding of content and relationships among various concepts and themes. Content standards are fully integrated in the core curriculum.

Standards

Criterion Score: 3.75

3.3 Interrelating ideas and information within and across subject matter areas

(2) Approaching the

(1) Little Evidence

Focuses on core
curriculum and skills.
Attempts to relate
content to prior lessons
within the subject
matter.

Identifies key concepts
and skills in core
curriculum and
standards and connects
lessons to previous
learning.

(3) Meets the Standard

Connects key concepts, skills, and themes within subject matter to the standards. Builds on prior lessons and students' backgrounds.

(4) Above the Standard

Integrates key concepts, skills and underlying themes within and across curriculum to support standards. Capitalizes on opportunities to make connections while teaching.

(5) Well Above the Standard

Connects key concepts and underlying themes within and across the curriculum to extend indepth learning for all students. Supports students' application of cross-curricular learning.

Standards

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Criterion Score: 3.50 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter (1) Little Evidence (2) Approaching the (3) Meets the (4) Above the (5) Well Above the Standard Standard Standard Standard May use a few Matches one or more Matches strategies Develops and uses Uses a repertoire of instructional strategies appropriate strategies appropriate to subject multiple strategies that instructional strategies matter to encourage challenge all students. that are appropriate to to make the content to subject matter to accessible to students. student understanding effectively communicate Assists students to subject matter. Utilizes concepts. and critical thinking. individually construct strategies that Strategies utilize their own knowledge challenge and support students' interests and and think critically. all students to backgrounds. independently apply and think critically about the subject matter. Standards Criterion Score: 3.50 3.5 Using materials, resources, and technologies to make subject matter accessible to students (1) Little Evidence (2) Approaching the (3) Meets the (4) Above the (5) Well Above the Standard Standard Standard Standard

Uses available Uses instructional Selects and utilizes instructional materials, appropriate relevant materials, resources, resources, and and technologies to instructional materials, technologies for specific

present concepts and resources, and skills. Some materials technologies to present and resources reflect concepts and skills. students' diversity. Materials reflect Develops some linguistic diversity of systems to provide students. Resources equitable access to are made available to resources. all students.

Selects, adapts, and creates a range of relevant materials. resources, and technologies to enrich

learning, to reflect

and to provide for

equal access.

linguistic and cultural

diversity of students,

Analyzes, adapts, and creates a wide range of relevant instructional materials, resources, and technologies to extend students' understanding and provide equal access. Materials reflect diversity beyond the classroom.

Standards

Criterion Score: 4.00

lessons to support

student learning.

4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs

(1) Little Evidence (2) Approaching the (4) Above the (5) Well Above the (3) Meets the Standard Standard Standard Standard Uses available Develops and gathers Develops lessons that Uses a wide range of Designs instruction to materials and resources materials to incorporate students' materials to access and build on students' prior for academic lessons supplement available prior knowledge, build upon students' knowledge, instructional interests, instructional prior knowledge, with some attention to resources. Most lessons needs, linguistic needs students' interests and acknowledge students' and linguistic learning interests, instructional and diversity to learning needs. prior knowledge, needs. and linguistic needs, to challenge all students. interests, and learning extend student needs. understanding.

Standards

Criterion Score: 3.50

4.2 Establishing and articulating goals for student learning

(3) Meets the (1) Little Evidence (2) Approaching the (4) Above the (5) Well Above the Standard Standard Standard Standard Goals for lessons may Articulates and links Ensures that students Articulates short- and Communicates be identified for goals to instructional expectations for understand short-and long-term goals with students. Activities for student learning in activities. Maintains long-term learning high expectations for Printed on: 12/12/2015 05:58:38 PM (EST)

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lessons are explained.

most lessons.

high expectations when setting goals for students.

goals. Goals reflect high expectations and challenge students at their level. learning. Designs activities so that students have opportunities to participate in setting, revising, and achieving personal goals.

Standards

Criterion Score: 4.00

4.3 Developing and sequencing instructional activities and materials for student learning

(1) Little Evidence

(2) Approaching the Standard

(3) Meets the Standard

(4) Above the Standard

(5) Well Above the Standard

Develops lessons to address a particular concept or skill utilizing available resources. Develops most concepts and skills through a series of lessons that connect and consider student linguistic and instructional needs. Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills and considers linguistic and instructional needs.

Develops and sequences lessons appropriate to subject matter complexity and interrelatedness to ensure student learning.

Sequences instruction to help students synthesize and apply new knowledge and make connections within and across subject matter areas.

Standards

Criterion Score: 3.50

4.4 Designing short-term and long-term plans to foster student learning

(1) Little Evidence

(2) Approaching the Standard

(3) Meets the Standard (4) Above the Standard

(5) Well Above the Standard

Plans for daily lessons and activities based on available materials, curriculum outlines, and student content standards. Plans for daily and weekly lessons with attention to unit/shortterm goals and student content standards.

Develops short-term and long-term plans that organize and link goals with learning activities and student content standards.

Designs and sequences short-and long-term plans appropriate to the content. Plans integrate goals, student content standards, and learning activities.

Designs short-term and long-term plans that are comprehensive and cohesive across the content.

Standards

Criterion Score: 4.00

4.5 Modifying instructional plans to adjust for student needs

(1) Little Evidence

(2) Approaching the Standard

(3) Meets the Standard

(4) Above the Standard

(5) Well Above the Standard

Follows lessons as planned.

Adjust lessons based on informal assessment of student understanding and performance from previous lesson, having taken note of student confusions.

Adjusts plans in advance to accommodate levels of ability and interests of most students. Makes modifications during lessons to address confusions and individual student performance.

Uses assessments to inform modifications of lessons in advance. Throughout the learning activity, assessments of student understand are used to influence changes in instruction.

Uses a wide range of assessments to inform modifications of lessons in advance. Makes appropriate modifications for students during lessons and supports students in monitoring and communicating their own understanding.

Standards

Criterion Score: 3.50

5.1 Establishing and communicating learning goals for all students

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(1) Little Evidence

Uses available textbooks, resources, and curriculum guidelines to develop learning goals.

(2) Approaching the Standard

Identifies learning goals for lessons utilizing student content standards. Goals are communicated to students without revision.

(3) Meets the Standard

Articulates goals based on student content standards. Clearly communicates learning goals to students and families.

(4) Above the Standard

Establishes clear and appropriate goals based on student content standards, with consideration of students' learning needs. Involves students and families in developing individual goals to support learning.

(5) Well Above the Standard

Integrated learning goals into all learning activities. Establishes, reviews, and revises learning goals with students and families on an ongoing basis.

Standards

Criterion Score: 4.00

5.2 Collecting and using multiple sources of information to assess student learning

(1) Little Evidence

of information to

Uses one or two sources

assess student learning

and monitor student

Uses several assessments to monitor student progress.

Standard

(2) Approaching the

(3) Meets the Standard

Develops strategies to use assessment tools for monitoring student progress and informing instruction.

(4) Above the Standard

Uses a variety of assessment tools. Collects, selects, and reflects upon evidence to guide short- and long-term plans and support student learning.

(5) Well Above the Standard

Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction.

Standards

progress.

Criterion Score: 4.00

5.3 Involving and guiding all students in assessing their own learning

(1) Little Evidence

Checks and monitors work in progress.
Communicates student progress through school mandated procedures.

(2) Approaching the Standard

Provides students with feedback on work in progress, as well as completed tasks. Some student involvement in correcting work.

(3) Meets the Standard

Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.

(4) Above the Standard

Integrates student selfassessment and reflection into the learning activities. Students engage in some peer assessment of work against criteria.

(5) Well Above the Standard

Engages all students in self-and peer assessment and in monitoring their progress and goals over time.

▶ Standards

Criterion Score: 3.25

5.4 Using the results of assessment to guide instruction

(1) Little Evidence

Administers required assessments. Recognizes student confusion and reteaches material primarily using the same technique.

(2) Approaching the Standard

Use information from some assessments to plan learning activities. Checks for understanding with a few students while teaching and addresses confusions.

(3) Meets the Standard

Uses formal and informal assessments to plan lessons. Regularly checks for understanding from a wide variety of students to identify student needs and modify instruction.

(4) Above the Standard

Includes assessments as a regular part of instruction to plan and revise lessons.
Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.

(5) Well Above the Standard

Uses a wide range of assessments to guide planning and make adjustments to teaching. Embeds broad-based checking for understanding in instruction and is able to modify and redesign lessons as needed.

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Standards

Criterion Score: 3.50

5.5 Communicating with students, families, and other audiences about student progress

(1) Little Evidence

With cooperating teacher provides students and families with information about their progress through school mandated procedures.

(2) Approaching the Standard

With cooperating teacher provides students with information about their current progress as they engage in learning activities. Families and support personnel are contacted as needed.

(3) Meets the Standard

With cooperating teacher provides students with information about their current progress and how to improve their work. Establishes communication with families and support personnel.

(4) Above the Standard

With cooperating teacher engages students, families, and support personnel in regular discussions regarding student progress and improvement plans. Ongoing information is provided from a variety of sources for students, families, and support personnel.

(5) Well Above the Standard

With cooperating teacher involves students, families, and support personnel as partners in the assessment process. Provides comprehensive information about students' progress and improvement plans to students, families, and support personnel.

Standards

Criterion Score: 3.00

6.1 Reflecting on teaching practice and planning professional development

(1) Little Evidence

Reflects on elements of teaching (e.g., pacing, procedures, discipline, movement, materials, etc.).

(2) Approaching the Standard

Reflects on instructional successes and dilemmas. Plans professional development to add to instructional strategies and knowledge of student learning.

(3) Meets the Standard

Reflects on the relationship of teaching practice and student learning. Plans professional development based on reflections.

(4) Above the Standard

Analyzes and reflects on teaching and learning based on evidence gathered regularly. Plans professional development based on reflections and other resources.

(5) Well Above the Standard

Integrates analysis and reflection into daily practice based on a wide variety of evidence in relationship to professional growth and student learning. Plans draw on a wide variety of resources to expand knowledge.

Standards

Criterion Score: 4.00

6.2 Establishing professional goals and pursuing opportunities to grow professionally

(1) Little Evidence

Does not develop goals through required processes. Attends required in-service trainings.

(2) Approaching the Standard

Develops goals through required processes. Attends required inservice trainings.

(3) Meets the Standard

Sets goals considering self-assessment and other feedback. Expands knowledge and skills through available professional development opportunities (e.g., workshops, classes, seminars, etc.).

(4) Above the Standard

Sets short-term professional goals based on selfassessment of effectiveness, student learning, and feedback. Seeks out opportunities to realize professional goals.

(5) Well Above the Standard

Sets and modifies short- and long-term goals considering self assessment and feedback from a variety of sources. Actively engages in and contributes to professional development.

Standards

Criterion Score: 3.50

6.3 Working with colleagues to improve professional practice

(1) Little Evidence

(2) Approaching the (3) Meets the

(4) Above the (5) Well Above the

Standard Standard Standard Standard Establishes a positive Establishes a positive Expands positive Works constructively Engages staff in working relationships with colleagues and dialogue and reflection working relationship working relationship with a few colleagues. with colleagues and support staff to with few to no to support student colleagues. Interacts Interacts with support staff. improve student learning and teacher infrequently with colleagues to gather Collaborates to plan learning and reflect on growth in responsive colleagues to gather resources. Seeks out curriculum, coordinate practice. and appropriate ways. resources. Rarely seeks resources, and solve trusted colleagues to out trusted colleagues consider solutions to problems. to consider solutions to problems with problems with students. students. Standards

Criterion Score: 3.50

6.4 Balancing professional responsibilities and maintaining motivation

(1) Little Evidence

Has a positive attitude in the classroom. Develops an understanding of professional responsibilities.

(2) Approaching the Standard

Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support to balance professional responsibilities with personal needs.

(3) Meets the Standard

Maintains a positive attitude through the year, demonstrates professional integrity, and balances professional responsibility with personal needs.

(4) Above the Standard

Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively. (5) Well Above the Standard

Maintains motivation and commitment to all students and the professional community, demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career.

Standards

Criterion Score: 3.50

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