

## **Performance Indicators for INTASC Standards Student Teaching Intern Evaluation: Music Education**

The student teaching intern evaluation was developed with both short-term and long-term views of teacher development. The evaluation is grounded in the ten INTASC principles that guide beginning teacher development and assessment. However, the overlapping nature of some of the principles led to organizing the principles into the five overarching core propositions that define the National Board certification process (NBPTS). This “chunking” helps student teacher interns, supervising mentors, and cooperating teacher focus attention on students and their learning, content and pedagogical knowledge, managing and monitoring student learning, reflective practice, and learning communities. Additionally, programs have content standards that are evaluated in conjunction with this evaluation instrument or in separate instruments.

The following Performance Indicators for each of the INTASC principles were derived from an alignment with the Performance Indicators in the Virginia Department of Education Suggested Guidelines for Teacher Evaluation and the performances that explicate each INTASC principle. These Performance Indicators help to explain teaching behaviors that student teacher interns may exhibit when meeting a particular standard; they also serve as guides for observation, discussion, and reflection on practice. While the Indicators are listed separately, they are not intended as a checklist, for each Principle is more than the sum of its parts.

Please use the following scale and descriptors to reflect your assessment of the level that the student teacher intern has met each INTASC Principle. Our goal for the teacher preparation programs is that the majority of student teacher interns would exit at the Proficient for beginning teacher level. That is, a beginning teacher may have lessons in which the behaviors are demonstrated quite well, followed sometimes by lessons that show less than mastery of the desired behaviors. Learning to teach is a developmental activity. However, beginning teachers should be proficient to the extent that they can assume the responsibilities for a classroom.

- 3 - Distinguished: Consistently observed; consistently exceeds expectations for a beginning teacher.
- 2 - Proficient: Frequently observed; meets, sometimes exceeds, expectations for a beginning teacher.
- 1 - Basic: Occasionally observed; minimally meets expectations for a beginning teacher.
- 0 - Unsatisfactory: Not observed; does not meet expectations for a beginning teacher.

### **I. Teachers are Committed to All Students and Their Learning**

\_\_\_\_\_The teacher intern understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development. (INTASC #2)

#### **Performance Indicators:**

- Designs and implements developmentally appropriate sequential music instruction that provides for students to participate actively in the artistic processes of creating, performing, and responding
- Designs and implements instructional activities that are congruent with and support students cognitive, social, physical, and sensory development
- Activates students' prior knowledge by linking ideas to already familiar ideas and making connections to their experiences
- Shows respect for diverse talents of all learners
- Uses students' strengths as a basis for growth and their errors as an opportunity for learning

- Assesses individual and group performance in order to design instruction that meets learners' current needs and promotes further development

\_\_\_\_\_The teacher intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (INTASC #3)

**Performance Indicators:**

- Provides for the musical needs of all students, including remedial and enrichment/extension activities as necessary
- Collaborates with resource teachers in developing music instruction for students with special learning needs
- Paces instruction appropriately with adequate preview and review of instructional components
- Demonstrates respect for individual, cultural, religious, and racial differences of individuals and groups within the class
- Believes that all children can learn music and persists in helping all children achieve success
- Uses a wide variety of strategies, examples, repertoire, and resources to create instructional opportunities that are adapted to diverse learners

**II. Teachers Know the Subject and How to Teach Those Subjects to Students**

\_\_\_\_\_The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students. (INTASC #1)

**Performance Indicators:**

- Models music performance skills in the classroom and in rehearsal and can detect errors in student performances
- Rehearses, accompanies, and conducts ensembles
- Identifies, describes, analyzes, and interprets aural and written examples of music from a broad range of historical periods and cultural contexts
- Enables students to sing and play a varied repertoire of music in a stylistically appropriate manner with accuracy and expression both alone and in ensembles
- Chooses appropriate repertoire and instruments to implement music instruction
- Helps students use notation and symbols in performing, analyzing, and describing music

\_\_\_\_\_The teacher intern plans instruction based upon knowledge of subject matter, state and national standards, students, and the community. (INTASC #7)

**Performance Indicators:**

- Provides for the development of sound fundamentals, aural skills, and performance with understanding
- Facilitates the development of musical literacy
- Selects appropriate student objectives for lessons consistent with division guidelines, Virginia Standards of Learning in Music, and the National Standards in the Arts
- Links objectives for instruction to prior student learning
- Uses available resources to link student learning to the community
- Designs appropriate learning activities that are clearly connected to instructional objectives
- Develops lesson plans that are clear, logical, and sequential

- Plans for learning opportunities that accommodate different learning styles and performances modes

\_\_\_\_\_The teacher intern understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. (INTASC #4)

**Performance Indicators:**

- Develops a variety of clear, accurate presentations and representations of concepts (lessons)
- Uses a variety of strategies to guide students through the artistic processes of creating, performing, and responding
- Guides students in developing creative and critical thinking skills in the artistic processes
- Monitors and adjusts strategies in response to learner feedback
- Evaluates curricular materials for accuracy, currency, and student interest
- Provides students with a repertoire appropriate and challenging for their instructional levels

\_\_\_\_\_The teacher intern uses knowledge of effective verbal, non-verbal and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom (INTASC #6)

**Performance Indicators:**

- Demonstrates sensitivity to cultural and gender differences in both verbal and nonverbal communication
- Fosters active inquiry by engaging students in the analysis of music
- Communicates expressive and accurate musical direction through conducting
- Solicits comments, questions, examples, and other contributions from students throughout lessons
- Uses questioning strategies effectively
- Responds positively to student questions and encourages active engagement
- Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written expression
- Articulates clear learning goals and instructional procedures to students
- Gives directions that are clear and reasonable and contain an appropriate level of detail

### **III. Teachers are Responsible for Managing and Monitoring Student Learning**

\_\_\_\_\_The teacher intern 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. (INTASC #5)

**Performance Indicators:**

- Incorporates strategies for engaging students in appropriate warm-up or preparation exercises
- Incorporates strategies for setting up and dispensing music and materials efficiently
- Encourages students to respect themselves and others
- Communicates clear expectations for appropriate interactions among students
- Models enthusiasm for and engagement in learning

- Incorporates principles of equal opportunity and non-discrimination into classroom management
- Provides equitable opportunities for student engagement in productive tasks
- Promotes multicultural awareness, gender sensitivity, and the appreciation of diversity within the classroom
- Engages students in individual and cooperative learning activities
- Creates a smoothly functioning learning community

\_\_\_\_\_The teacher intern understands and uses formal and informal assessment strategies, consistent with instructional goals, to evaluate and ensure the continuous intellectual, social, and physical development of the learner. (INTASC #8)

**Performance Indicators:**

- Develops assessment strategies that identify students' strengths and needs in musical performance and uses this information to facilitate skill acquisition and musical expression
- Provides for the sequential development of performance skills
- Monitors student understanding on an ongoing basis and adjusts teaching when necessary
- Demonstrates competence in the use of acceptable grading/ranking/scoring practices in recording and reporting student achievement
- Maintains and uses organized records of student progress for instructional decisions
- Communicates clear expectations for learning and behavior to students and parents
- Provides prompt and meaningful feedback to students about performance and progress
- Prepares tests that reflect the musical content performed

**IV. Teachers Think Systematically about Their Practice and Learn from Experience**

\_\_\_\_\_The teacher intern is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (INTASC #9)

**Performance Indicators:**

- Reflects on their teaching and its effects on student learning in music
- Participates in professional and education organizations that contribute to the profession
- Evaluates and identifies areas of personal strength and weakness related to professional skills and their effect on student learning
- Sets goals for improvement of skills and professional performance
- Comprehends and applies current literature that enhances knowledge of educational issues, trends, and practices
- Collaborates with colleagues to improve and enhance instructional knowledge and skills
- Uses classroom observation and information about students to evaluate teaching and learning

\_\_\_\_\_The teacher intern responds well to constructive feedback.

**Performance Indicators:**

- Revises classroom practice based on feedback
- Analyzes other courses of action based on feedback
- Seeks feedback

**V. Teachers are Members of Learning Communities**

\_\_\_\_\_The teacher intern fosters relationships with school colleagues, parents, and agencies in the larger community to support student’ learning and well being. (INTASC #10)

**Performance Indicators:**

- Responds promptly to parental concerns
- Initiates communication with parents or guardians concerning student progress or problems in a timely manner
- Is sensitive to the social and cultural background of students and parents
- Uses multiple modes of communication to provide information to parents
- Promotes the value of understanding and celebrating school/community cultures
- Supports community partnerships and uses community resources to enhance learning
- Relates to colleagues, parents, and others in an ethical and professional manner
- Maintains confidentiality appropriate to teaching assignment
- Maintains effective working relationships with other teachers

\_\_\_\_\_The teacher intern demonstrates a professional attitude toward the community by learning and adhering to school policies.

**Performance Indicators:**

- Supports school and division-wide policies, programs and activities
- Makes a positive contribution to the overall climate of the school and division

36-31= Distinguished: Candidate’s overall performance exceeds expectations for a beginning teacher

30-24= Proficient: Candidate’s overall performance clearly meets expectations for a beginning teacher

23-12= Basic: Candidate’s overall performance minimally meets expectations for a beginning teacher

11-0= Unsatisfactory: Candidate’s overall performance does not meet expectations for a beginning teacher

Based upon your contact with this teacher intern, please indicate the following:

\_\_\_\_\_ I recommend \_\_\_\_\_ for a teaching job.

\_\_\_\_\_ I do not recommend \_\_\_\_\_ for a teaching job.

Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluation completed

by (x):

Cooperating Teacher \_\_\_\_\_ University Mentor Program \_\_\_\_\_

Advisor \_\_\_\_\_ Teacher Candidate \_\_\_\_\_