



Mentor Teacher Student Teaching Assessment Form

Student Teacher: _____ Date: _____

Mentor Teacher: _____ District: _____

School: _____ Grade level(s): _____ Subject(s): _____

Please complete the following form as a formative assessment as the semester progresses (e.g., for a 7-week placement, weeks 2-4). Use this same form as a summative assessment at the end of the placement. Check the indicator that most aptly describes the student teacher's progress thus far in each strand. These competencies are developmental in nature, and we do not expect student teachers to have mastered each competency. Your feedback will provide guidance for the student teacher and the music education faculty in supporting this individual's growth as a teacher. Please check Not Applicable when appropriate.

Competency 1: Planning, organizing and implementing effective instructional practices and routines	Not Applicable	Unsatisfactory	Beginning	Developing	Secure
a. Planning and preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Addresses stated goals and objectives in instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Links to prior instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Addresses important musical concepts during instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Selects and uses effective musical models and examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Provides clear and accurate directions and explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provides accurate answers to students' questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Monitors student learning and providing feedback that furthers learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Maintains high expectations for learning and participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Effectively sequences activities within a lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Provides appropriate and specific feedback to <i>individual</i> students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Makes use of questioning techniques that encourage higher-order thinking and deepen student understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Addresses the needs of all learners through differentiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Creates lessons that contain suitable pacing, with time for closure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Adjusts instruction in response to evidence of student understanding (or lack of it).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Designs a coherent sequence of lessons resulting in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Works with support professionals (e.g. special education teachers, ESL teachers, psychologist, etc.) to increase learning opportunities for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments regarding **planning, organizing and implementing effective instructional practices and routines:**

Areas of strength:

Areas for improvement:

Competency 2 (Student Competency): Establishing and maintaining a productive and respectful classroom culture	Not Applicable	Unsatisfactory	Beginning	Developing	Secure
a. Establishes rapport with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Organizes the classroom for instruction (e.g. room setup, accessibility of materials, participation routines, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Develops a classroom climate in which learning is valued and ongoing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Upholds fair, equitable, and respectful standards for conduct that encourage responsibility and that safeguard the physical, intellectual, and emotional well-being of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understands and helps support school policies (e.g. attendance, keeping track of tardiness, bathroom access)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Understands and helps support with program administration (e.g. music library, copies, festivals/concerts, grading, progress reports, special education referrals, letters home, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Communicates effectively with parents, guardians, and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments regarding **establishing and maintaining a productive and respectful classroom culture**:

Areas of strength:

Areas for improvement:

Competency 3 (Professionalism Competency): Engaging in professional practices	Not Applicable	Unsatisfactory	Beginning	Developing	Ready for Hire
a. Acts ethically and with integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Manages situations of stress and conflict appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Works to improve instructional competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Ensures equitable access to learning in one's own classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understands and exercises carefully the authority of the teaching role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Treats students, colleagues, parents, with respect and generosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is considerate, punctual, and appropriate in appearance and conduct, in all interactions with students, mentors, families, and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Meets all professional obligations in a punctual, thorough, and diligent manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Welcomes, accepts, and uses professional feedback on instructional practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Attends to and is familiar with state and national subject area standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments regarding **professionalism**:

Areas of strength:

Areas for improvement:

Would you recommend this student teacher for certification? (Summative Assessment only): Yes No
If no, please explain:

Cooperating Teacher's Signature

Date

Student Teacher's Signature

Date

I do _____ do not _____ authorize release of this report to potential employers.

Student Teacher (Print Name) _____

Signature: _____