The University of Texas at Austin
College of Education
Student Teacher Summative Assessment (Music)

Updated: 01/30/2018

Student Teacher Name (ST):  
Date:  

Cooperating Teacher Name (CT) or  
University Field Supervisor Name (UFS):  

District:  
School:  

Grade(s):  

Description of Field Placement Setting:  

Instructions:
Rate each observable behavior; then, rate the component as a whole. The components are characterized, but are not limited to the observable behaviors that follow. It is important to cite specific examples of the observed behaviors as supporting evidence at the end of each of the four clusters. A rating of NI in any of the areas marked with an “*” may result in a grade of “F” in the student teaching practicum course or immediate termination of the Professional Development Sequence.

Overall Components:

<table>
<thead>
<tr>
<th>A/D = Accomplished/Distinguished; observable behaviors are exceptionally well executed</th>
<th>P = Proficient; observable behaviors are consistently seen.</th>
<th>D = Developing; observable behaviors are seen more frequently, but not seen consistently.</th>
<th>NI = Needs Improvement; observable behaviors are never, rarely, or occasionally seen</th>
<th>N/A = Not applicable to person completing form</th>
</tr>
</thead>
</table>

Cluster I: Planning and Instruction (P&I)

Component 1a: Demonstrates knowledge of content that leads to high levels of learning in P&I
- Demonstrates knowledge and understanding of the fundamental structure of music
- Demonstrates all aspects of good musicianship
- Demonstrates knowledge and skill regarding instrumental and vocal technique
- Demonstrates mastery of keyboard skills germane to the classes taught
- Identifies skills required for successful performance and understanding
- Makes content connections across the curriculum

Overall Component 1a rating (A/D, P, D, NI)

Component 1b: Demonstrates knowledge of students in P&I
- Demonstrates knowledge and appreciation of students’ varying skills, approaches to learning, and cultural and linguistic heritages
- Uses developmentally appropriate practices
- Incorporates knowledge of students’ out-of-school interests and experiences during the instructional day
- Guides students to apply their own strengths, background knowledge, life experiences, and skills to enhance each other’s learning

Overall Component 1b rating (A/D, P, D, NI)

Component 1c: Has knowledge of and makes use of materials, resources, and technology in P&I
- Uses appropriate materials and resources beyond district instructional materials to enhance student learning
- Uses technology as a tool to enhance the curriculum
- Uses community resources (e.g., parents; public library; field trips, guest artists) to enhance student learning

Overall Component 1c rating (A/D, P, D, NI)

Component 1d: Differentiates instruction to promote student learning, including students with special needs and English language learners in P&I
- Employs a universal design approach to accommodate the needs of all learners
- Differentiates instruction to support the stated instructional objectives (including 504 and IEP adaptations)

* A rating of “NI” in any of the areas marked with an “*” may result in a grade of “F” in the student teacher teaching practicum course or immediate termination of the Professional Development Sequence.
Differentiates instruction to support English language learners
Differentiates instruction to support students with special needs, including planning according to IEPs
Demonstrates knowledge of federal, state, and local policies, programs, and research-based strategies for all special populations
Plans or adapts lessons to accommodate individual strengths and needs

Component 1d rating (A/D, P, D, NI)

Component 1e: Designs plans for instruction
*Prepares plans in advance
Demonstrates thorough knowledge of the music to be rehearsed or performed
Prepares accompaniments or demonstrations
Selects repertoire that facilitates the development of all aspects of fundamental musicianship
Aligns lessons and instruction with TEKS
Ensures availability and accessibility of facilities and materials
Writes clear and measurable instructional objectives
Sequences content logically
Ties lessons into previous and future learning
Varies activities to maintain student interest and to promote on-task behavior
Designs questions and assignments that require students to use higher level thinking skills
Designs lesson closure that clearly summarize and/or apply key knowledge and skills

Overall Component 1e rating (A/D, P, D, NI)

Component 1f: Implements effective pedagogy
Implements effective instructional approaches and routines
Uses a variety of (flexible) grouping strategies to support learning
Strives to keep all students engaged in the lesson through monitoring and appropriate pacing
Scaffolds student learning through teacher modeling, demonstration and thinking aloud
Provide multiple opportunities for students to discover and practice with consistent feedback
Uses effective questioning and prompts to engage students in conversation and thinking, both together and independently
Teaches skills and strategies and provides multiple opportunities for students to use independently (for real purposes)
Uses visual representations, including graphic organizers and Web resources as tools to support student learning

Overall Component 1f rating (A/D, P, D, NI)

Component 1g: Assesses student learning
Assures that assessment is clearly aligned with identified knowledge and skills
Assures that assessment is reflective of developmentally appropriate practices
Uses a variety of assessments that check for understanding
Involves students in self-assessment and monitoring their progress with both formal and informal measures
Assesses student learning at appropriate intervals
Uses observational, informal, and formal assessment data to plan or redesign instruction
Makes adjustments during teaching

Overall Component 1g rating (A/D, P, D, NI)

Cluster 1: Planning and Instruction
Supporting Evidence from underline one- CT or UFS:

* A rating of “NI” in any of the areas marked with an “*” may result in a grade of “F” in the student teaching practicum course or immediate termination of the Professional Development Sequence.
AD – Accomplished/Distinguished  P- Proficient  D- Developing  NI- Needs Improvement
N/A –Not applicable to person completing form

### Cluster 2: Learning Environment

#### Component 2a: Creates rapport with and among students in an environment of respect

| *Avoids sarcastic and destructive criticism |
| Acknowledges specific successes of all students |
| Speaks to students attentively and respectfully |
| Refers to students by name using correct/preferred pronunciation |
| Builds rapport and trust with students |

Overall Component 2a Rating (A/D, P, D, NI)

#### Component 2b: Establishes a culture of learning

| Provides students with opportunities to set high academic and social-emotional goals for themselves, including monitoring progress towards these goals |
| Provides students with opportunities to set goals, reflect on, and hold each other accountable within instructional groups |
| Creates a safe environment by encouraging and positively responding to students’ questions, responses, and background experiences |
| Shows enthusiasm and energy in the classroom |
| Provides opportunities for students to set goals, reflect upon their work, and initiate improvements to their products |
| Holds high expectations for student performance |
| Establishes and/or maintains predictable but flexible classroom routines and procedures |
| Creates and/or maintains effective transition routines |
| Scans room consistently to monitor and foster student engagement |

Overall Component 2b Rating (A/D, P, D, NI)

#### Component 2c: Contributes to positive learning environment

| Interacts with students in respectful ways at all times |
| Maintains a physically and an emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning |
| Provides students with opportunities to collaborate in establishing a positive behavior environment |
| Provides students with opportunities to define and monitor their roles as a contributor to the positive learning environment |

Overall Component 2c Rating (A/D, P, D, NI)

#### Component 2d: Offers equitable learning opportunities to all students

* Provides equal opportunities to learn for all students, recognizing and appreciating student differences (cultural and linguistic background, economic status, gender, sexual orientation, ethnicity, religion, physical & personal attributes, and disabilities)

| Designs classroom instruction to take advantage of classroom diversity to maximize learning for all students |
| Identifies and fosters the strengths of each student, enabling all to reach their maximum potential |
| Demonstrates awareness of activities or behaviors that might be discriminatory and works to improve the situation |
| Guides students to apply their own strengths, background knowledge, life experiences and skills to enhance each other’s learning |

Overall Component 2d Rating (A/D, P, D, NI)

#### Component 2e: Communicates with students

*Communicates clearly and accurately, orally and in writing |
| Listens carefully to students |
| Gives clear directions |

Overall Component 2e Rating (A/D, P, D, NI)

#### Component 2f: Communicates with families/caregivers

Communicates positively and appropriately with families/caregivers regarding students’ academic and social-emotional growth, with cooperating teacher’s guidance

---

*A rating of “NI” in any of the areas marked with an “*” may result in a grade of “F” in the student teaching practicum course or immediate termination of the Professional Development Sequence.*
## Cluster 2: Learning Environment

Supporting Evidence from *underline one* CT or UFS:

<table>
<thead>
<tr>
<th>Component 2f: Communicates with campus cooperating teacher, team members, and administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Initiates and maintains communication with cooperating teacher</em></td>
</tr>
<tr>
<td><em>Works cooperatively with other teachers, staff and campus administration</em></td>
</tr>
<tr>
<td><em>Discusses and provides lesson plans to cooperating teacher for approval by due date</em></td>
</tr>
<tr>
<td><em>Meets and plans with special education faculty to inform educational goals and plans</em></td>
</tr>
<tr>
<td><em>Participates in team meetings (e.g., grade level meetings), parent conferences, and ARDs, as appropriate</em></td>
</tr>
</tbody>
</table>

## Cluster 3: Professional Practices and Responsibilities

### Component 3a: Engages in professional development practices

Sets professional goals based on self-assessment and reflections with others (cooperating teachers, university field supervisors, peers, coordinators)

Meets professional goals, resulting in improvement in practice and student performance

### Component 3b: Demonstrates effective interpersonal relationships

*Works cooperatively with university field supervisor, coordinator, and professors*

*Accepts and incorporates feedback from cooperating teacher, university field supervisor, and coordinator*

*Remains calm and respectful with students, peers, families/caregivers, and other professionals*

### Component 3c: Fulfills school, university, and state policies and procedures

*Adheres to the Texas Code of Ethics for Teachers as evidenced in University classes and field placements*

*Attends all required College of Education Meetings*

*Follows university and public school policies*

*Follows required school dress code and is clean and well-groomed*

*Is present and prompt except for emergencies*

*Performs all assigned duties promptly*

* A rating of “NI” in any of the areas marked with an “*” may result in a grade of “F” in the student teaching practicum course or immediate termination of the Professional Development Sequence.
Supporting Evidence from underline one- CT or UFS:

<table>
<thead>
<tr>
<th>Underline one: Cooperating Teacher or University Field Supervisor (Printed Name, Phone Number, E-mail)</th>
<th>Signature and Date</th>
</tr>
</thead>
</table>

I have read the completed summative assessment form; my signature does not imply that I agree with the evaluation.

Student Teacher (Printed Name, Phone Number, E-mail) Signature and Date

Coordinator’s Initials: S.T.’s UT EID:

* A rating of “NI” in any of the areas marked with an “*” may result in a grade of “F” in the student teaching practicum course or immediate termination of the Professional Development Sequence.