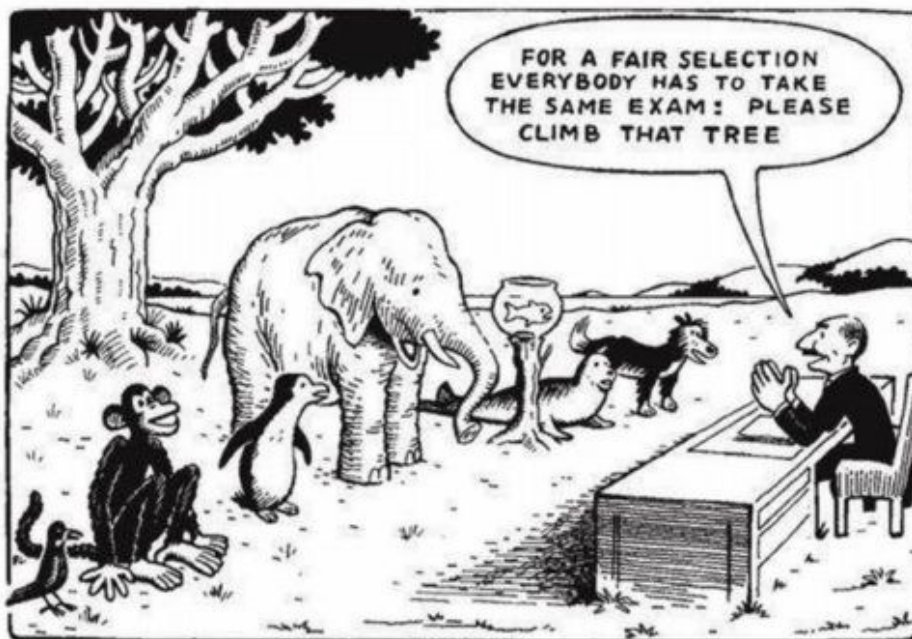


Evaluation & Assessment: Preparing Preservice Music Teachers for the New Educational Paradigm

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2013 Symposium on Music Teacher Education

Friday, September 27

4:30-5:00pm

Azalea Room

Component 1e. Designing Coherent Instruction
Elements: <ul style="list-style-type: none"> • Learning Activities • Instructional materials and resources • Instructional groups
Evidence:

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.

Component 1f. Designing Student Assessments
Elements: <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning
Evidence:

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes without clear criteria, and inappropriate for a least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

MUSC 359 - Student Teaching Final Rubric

Domain	Ineffective	Minimally Effective	Effective	Highly Effective
Content Knowledge				
Musicianship	Student teacher demonstrates a poor grasp of music: he/she infrequently models music either vocally or instrumentally with errors, and he/she does not know how to explain to the students what they must do to play/sing musically.	Student teacher demonstrates a grasp of music: he/she is sometimes able to model music either vocally or instrumentally sometimes with nuance, and he/she unclearly articulates to the students what they must do to play/sing more musically.	Student teacher demonstrates a strong grasp of music: he/she is able to model music either vocally or instrumentally, is able to demonstrate nuances in the music, and is able to articulate to the students what they must do to play/sing more musically and why.	Student teacher demonstrates a clear mastery of music: he/she is able to model music either vocally or instrumentally, understands and is able to demonstrate nuances in the music, and is able to articulate clearly to the students what they must do to play/sing more musically and why.
Pedagogical Knowledge (how to teach)	The teacher uses inappropriate teaching strategies or none at all; there are no teaching strategies built into the lesson plan. The teacher is clearly not aware of educational psychology or how to teach students at their particular age.	The teacher uses ineffective teaching strategies; these strategies are used ineffectively or are not written in the lesson plan. The teacher does not seem to be aware of the age group he or she is teaching; for example, the teacher speaks to high school students as if they were elementary school students or a teacher plans a lesson that is too difficult or inaccessible for the students to learn.	The teacher effectively uses one or two different teaching strategies. These strategies should also be built into lesson plans and applied during instruction. The teacher shows familiarity with teaching to students at their level. The teacher is somewhat aware of educational psychology.	The teacher demonstrates mastery of several teaching strategies in their subject; these strategies can include differentiation, synthesis-analysis-synthesis, etc. These strategies are evident in the lesson plan and demonstrated during instruction. The teacher shows knowledge of how to teach students at their particular age (elementary, middle, high school); the teacher demonstrates awareness of educational psychology (Piaget, B.F. Skinner, Kant, etc.).
Conducting/Musical Leadership	The teacher's conducting gesture is confusing, ambiguous, and/or incompetent. The teacher has to redo or retry gestures multiple times, wasting valuable instruction time. The teacher does not demonstrate good posture.	The teacher's conducting gesture is confusing or ambiguous to some students. The teacher has to redo or retry gestures a few times, wasting valuable instruction time. Mostly, the teacher does not demonstrate good posture.	The teacher's conducting gestures are clear and understandable to the students. The teacher also demonstrates good posture on the podium (or in front of classroom).	The teacher's conducting gestures are clear, appropriately expressive, and understandable to the students. The teacher also demonstrates good posture and breathing habits on and off the podium.

Instruction				
Knowledge of Students	Teacher rarely talks with students about their lives outside of music. Teacher doesn't seem to know which students struggle and which are catching on more quickly than others.	Teacher talks with students when students initiate the conversation only. Teacher has an idea of some students who struggle and some that catch on more quickly.	Teacher converses with students about their interests. Teacher knows which students struggle and which are catching on more quickly than others.	Teacher converses with students about their interests. Teacher takes student interests into account when preparing lessons. Teacher knows which students struggle and which are catching on more quickly than others.
Planning	A written plan with a goal or two, neither connecting to any standards. Assessment is missing. Lessons are taught only reaching one learning style. Lessons do not reach towards student interests. Lessons lack relevancy.	A written plan with some unclear or unmeasurable goals tied loosely to the standards. Some assessment is included. Lessons are taught using one or two approaches to different learning styles and do not reach towards student interests.	Detailed plan with somewhat clear and measurable goals tied to the standards. Assessments are included. Lessons are relevant, addressing some different learning styles and may reach towards interests of students.	Designs a detailed plan with clear, measurable goals that are closely aligned with standards. Assessments are both formative and summative, monitoring student growth. Lessons are relevant and engaging, addressing all learning styles and reaching student interests.
Lesson Implementation & Student Interaction	Teacher does not make eye contact with students. The teacher doesn't seem to know what is going on in the classroom. The teacher seems thrown off by unexpected situations. The teacher sticks to his/her plan, regardless of how students are catching on.	Teacher does not seem to make eye contact with students, but only scans the room. The teacher doesn't always seem to know what is going on in the classroom. The teacher only sometimes can respond positively to unexpected situations. The teacher sticks to his/her plan, regardless of how students are catching on.	Teacher makes eye contact with certain students in the room and demonstrates an amount of withitness. Teacher for the most part can positively respond to an unexpected situation. Teacher usually is able to adapt the lesson plan to students' needs as he/she goes.	Teacher makes eye contact with all students in the class, demonstrating withitness. Teacher positively responds to unexpected situations. Teacher is able to adapt the lesson plan to students' needs as he/she goes.
Student Engagement	There is no evidence of student-centered learning in the lesson plan or the actual lesson. Students are uncomfortable or discouraged to contribute to the lesson or take charge of their own learning. The lesson is completely teacher-driven.	There is some evidence of student-centered learning in the lesson plan but there is little or no evidence of this being carried out in the actual lesson: it is mostly a teacher-directed lesson.	The lesson plan shows a focus on student-centered learning: students are given a chance to be involved in the learning process. Students are usually comfortable with sharing their ideas and contributing to class discussions.	The lesson is focused on student-centered learning: students are given several chances to be involved in the learning process. There is evidence of input from multiple students. Students feel very comfortable and safe to share their ideas and opinions to guide learning and contribute to the process. The lesson may even be based on previous student feedback.

Assessment	Assessment of students is largely informal, rarely written down, and not conducted for all students. Students may take a paper and pen test without any questions that reach beyond surface-level understanding.	Assessment is largely informal, the teacher making notes of students who meet or do not meet their standards, but it rarely reaches beyond surface-level understanding. Students may take a paper and pen test without any questions that reach beyond surface-level understanding.	Assessment is both informal and formal, and each student is accounted for by the teacher. Many questions are surface-level, but both types of assessment reach deeper frequently.	Same as effective, with the addition of students actively participating in both types of assessment and with the ability to dig deeper with their own questions.
Management				
Organization	The room has no logical set-up and contains a large amount of clutter. The teacher does not prepare the room for each class and often forgets materials. He/she does not use a lesson plan.	The room is not set up in a logical manner and/or contains a large amount of clutter. The teacher is often caught shuffling things either as class starts or needing to grab materials in the middle of class. He/she does not generally use a lesson plan.	The room is set up logically and generally free of clutter. The teacher is usually ready before class begins and has lesson plans ready.	The room is set up in a clear and purposeful manner. It is clear of clutter. Before each class starts, the teacher is prepared with all necessary materials and changes to the room set-up. The teacher has clear lesson plans ready and has planned for extra time if necessary.
Directing Student Behavior				
Professionalism				
Habits	Teacher regularly shows up for work late and/or takes days off frequently. He/she also does not communicate with other faculty about what is going on and does not reply in a timely manner to email messages or does not respond at all.	Teacher shows up later than required but before school begins several times a month. He/she does not communicate in a timely manner to email messages.	Teacher shows up on time all the time and responds promptly to email messages. He/she communicates to other staff about what goes on in his/her classroom.	Teacher shows up earlier than required and responds promptly to email messages. He/she communicates with other staff about what goes on in his/her classroom and talks to them about their classrooms as well in an effort to make connections between the music curriculum and classroom curriculum.

Reflection	Teacher rarely or never reflects on his or her teaching.	Teacher reflects internally about his or her teaching with frequency.	Teacher reflects both internally and via a journal about his or her teaching. Teacher is usually able to use reflection to improve teaching, especially with guidance.	Teacher reflects both internally and via a journal about his or her teaching. Teacher is able to use reflection to better his or her teaching the next time around.
Professional Growth	The teacher never seeks advice from other teachers or administrators. The teacher never attends professional development opportunities. The teacher is not a member of any professional associations and is not aware of or seeking other educational resources.	The teacher rarely seeks the advice of other teachers and rarely attends professional development opportunities. The teacher may not be a member of a professional educational association and may not be aware of education resources.	The teacher seeks advice of other teachers. The teacher attends some professional development opportunities. This teacher is part of one or more professional associations of education and seeks resources and materials.	The teacher actively seeks advice of other teachers or administrators. The teacher often seeks out opportunities for professional development including teacher in-service, conferences, meetings and discussions, seminars or classes, etc. The teacher is connected to educational and professional associations and consistently seeks resources on and offline.

MUSC 359 – Student Teacher Seminar
Charlotte Danielson – Framework for Teaching: Assignments

Assignment 1 -
Danielson - Initial Reflection

Read Danielson (2011) carefully for domains 1a, 1c, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 4a, 4e. Read all material connected with each domain listed. Answer the following questions in a detailed, reflective, extensive, and professional manner. Include examples, either real or hypothetical, to support your statements.

1. How might the explanations and descriptors improve your teaching or that of others?
2. What challenges might you encounter as you work to plan and implement instruction at the “distinguished” level? Think about the unique aspects of music teaching, your particular student teaching placement, and your own K-12 experience. How might you overcome these challenges specifically for music? What might a music educator need to do in order to be labeled as distinguished in various domains?
3. Overall, how would you rate yourself on each of the components listed above and why? Provide specific examples from your work in student teaching this semester. Connect and compare your thoughts and reflections to the Danielson descriptors.

1a: Demonstrating Knowledge of Content and Pedagogy -

1c: Setting Instructional Outcomes –

1e: Designing Coherent Instruction –

2a: Creating and Environment of Respect and Rapport –

2b: Establishing a Culture for Learning –

2c: Managing Classroom Procedures –

2d: Managing Student Behavior –

3a: Communicating with Students –

3b: Using Questioning and Discussion Techniques –

3c: Engaging Students in Learning –

4a: Reflecting on Teaching –

4e: Participating in a Professional Community –

Assignment 2 - Set Goals for Improvement

Choose 2-3 Danielson categories to work on over the next two weeks. Why did you choose these? What are your strengths & weaknesses in these categories? What might you do over the next two weeks to build on these categories? What change in your teaching do you hope to see?

Assignment 3 - Video Self – Evaluation/Reflection

[Allow 2-3 weeks for progress on goals]

Watch the latest video of your teaching made during one of Prof. Hash's observations. Evaluate and reflect on your teaching using the evaluation form based on selected Danielson rubrics.

Assignment 4 - Video Peer Evaluation/Reflection

Watch videos of your peers teaching and evaluate using Danielson form. Provide a rating for each category and comments that identify strengths and provide suggestions for improvement.

Assignment 5 - Danielson - Final Reflection

Write a two-page reflection on your experience using the Danielson Framework as a guide for planning and implementing instruction.

STUDENT EVALUATION ASSIGNMENT

Dr. Marci Pyper
Spanish Education
Calvin College

During your semester of student teaching you will receive valuable feedback on your teaching from various sources. One very important source of input that should not be overlooked in this process is your students.

Designing an instrument for feedback & a form for tallying feedback

We will spend some time in class looking at various samples and brainstorming about how to create a feedback form. The student feedback form should take no more than 5-10 minutes of class time. You will administer the feedback survey to at least **two** of your classes. You may choose to use it for more classes if you wish.

You will also need to design a form to organize your feedback tally. This should be designed at the same time as the feedback instrument so that you know how you plan to compile the data you receive.

Gathering feedback

Students should be encouraged to answer honestly and should be allowed to remain anonymous. Make sure that you allow students enough time to fill out the survey(5-10 minutes) **and** have a follow-up activity ready for any who finish early! Do NOT walk around the room as students are filling this out; in fact, it is better if your CT stays in the room and you leave.

Tallying feedback data

Accurate tallying of feedback is essential. As you go, note any abnormalities you see in the data. You also need to list, categorize, and tally the qualitative data. Read through all responses to familiarize yourself with the data before you attempt to categorize. Then, form some distinguishing categories for the items so that you can better analyze the data you have collected and note how many responses fell into each category. Note some of the more interesting quotes that you might want to use in your report.

Analyzing feedback

After gathering the data, the next stage is to learn from it. This will take several steps:

1. **READ:** Read through all student responses to become familiar with the feedback. Begin to think about how you might categorize responses for any qualitative items on the survey.
2. **TALLY:**
 - Tally the *quantitative* responses on your feedback tally sheet. Note anything peculiar or unique in the responses.
 - Categorize and tally the *qualitative* responses noting any responses that do not fit into the categories you have established.

3. **ANALYZE:** Analyze the responses you received, both quantitative and qualitative. Reflect on both the majority responses and the minority responses. What lessons can you learn from each group? What surprised you? What adjustments will you want to make in classroom management and/or teaching strategies based on the feedback received?
4. **WRITE:** Write a **reflective summary** with headings to clearly identify each section
 - **The feedback PROCESS:** What have you learned about gathering *feedback*: designing a form, gathering data, tallying/categorizing the data, and analyzing feedback?
 - **Feedback REFLECTIONS.** What have you learned about **teaching and learning** from the feedback you received?

Hand in

- **your reflective summary in two parts: reflections on what you learned about the *feedback process* AND about your *teaching practice* (your conclusions)**
- **a blank copy of your feedback form**
- **a copy of one student response**
- **your feedback tally sheet (filled in) & qualitative categories and tally**
- **the grading sheet (on the back of this page)**

Student Feedback Grading

Name _____

HAND IN THIS GRADING SHEET WITH THE ASSIGNMENT

	A	B	C*	points
Required copies STAPLED to reflection. (10%)	(10) All copies and stapled		(5) Missing copies or not stapled	
Feedback survey content & design. (15%)	(15) All items clearly stated & clean design, organization and layout	(13) One item unclear or design, organization or layout unclear	(11) Two or more items unclear and/or design organization or layout unclear	
Feedback tally content & design. (15%)	(15) Tally and summary detailed and clear	(13) Tally unclear OR summary not detailed or unclear	(11) Neither tally nor summary detailed and clear	
Reflective Summary: Feedback Process of Preparing, Gathering & Analyzing (30%)	(30) Discussion of feedback process reflects understanding of the challenges in (1) developing survey instrument, (2) tallying results and (3) analyzing the data	(26) Discussion of feedback process reflects understanding in 2 of the 3 areas	(23) Discussion of feedback process reflects understanding of 1 of the 3 areas	
Reflective Summary: Teaching & Learning (30%)	(30) Verbal summary and analysis of data from each aspect of the survey with possible implications for teaching practice	(26) Verbal summary and analysis of data from some aspects of survey with possible implications for teaching practice	(23) Verbal summary and analysis incomplete; or not tied to teaching practice	
Total points				/100

**Grades lower than a "C" can also be awarded for this assignment.*

[Teacher] Survey

Survey for HS Concert Choir

I. Please circle the best answer for each statement.

1. Mr. [Teacher]'s teaching and instruction is clear and understandable.

Never	Rarely	Not Sure	Usually	Always
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2. Mr. [Teacher] is competent (i.e. excellent) with leading rehearsals and sectionals.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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3. Mr. [Teacher] connects his teaching to students' lives in relevant ways.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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4. Mr. [Teacher] demonstrates a positive attitude in and out of class.

Never	Rarely	Neutral	Usually	Always
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5. I feel that Mr. [Teacher] is friendly and approachable.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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II. Please circle the best answer that applies to Mr. [Teacher] in each category.

- | | | | | |
|--------------------------|------|------|------|-----------|
| 1. Vocal skills | Poor | Fair | Good | Excellent |
| 2. Piano skills | Poor | Fair | Good | Excellent |
| 3. Leading sectionals | Poor | Fair | Good | Excellent |
| 4. Full-group rehearsals | Poor | Fair | Good | Excellent |

III. Short Answer—Please write suggestions for improvement of Mr. [Teacher]'s *teaching* on the back

Survey for HS Concert Choir

I. Please circle the best answer for each statement.

1. Mr. [Teacher]'s teaching and instruction is clear and understandable.

Never	Rarely	Not Sure	Usually	Always
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2. Mr. [Teacher] is competent (i.e. excellent) with leading rehearsals and sectionals.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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3. Mr. [Teacher] connects his teaching to students' lives in relevant ways.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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4. Mr. [Teacher] demonstrates a positive attitude in and out of class.

Never	Rarely	Neutral	Usually	Always
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5. I feel that Mr. [Teacher] is friendly and approachable.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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II. Please circle the best answer that applies to Mr. [Teacher] in each category.

- | | | | | |
|--------------------------|------|------|------|-----------|
| 1. Vocal skills | Poor | Fair | Good | Excellent |
| 2. Piano skills | Poor | Fair | Good | Excellent |
| 3. Leading sectionals | Poor | Fair | Good | Excellent |
| 4. Full-group rehearsals | Poor | Fair | Good | Excellent |

III. Short Answer—Please write suggestions for improvement of Mr. [Teacher]'s *teaching* on the back

Survey for Middle School Band

I. Please rate Mr. [Teacher] on a scale of 1 to 5 (1 means strongly disagree, 5 means strongly agree).

1. Mr. [Teacher]'s teaching and instruction is clear and understandable.

1 2 3 4 5

2. Mr. [Teacher] is competent (i.e. excellent) with leading rehearsals and sectionals.

1 2 3 4 5

3. Mr. [Teacher] connects his teaching to students' lives in relevant ways.

1 2 3 4 5

4. Mr. [Teacher] demonstrates a positive attitude in and out of class.

1 2 3 4 5

5. I feel that Mr. [Teacher] is personable and approachable.

1 2 3 4 5

II. Please circle the best answer to finish each statement.

1. In general, Mr. [Teacher]'s teaching influences the band to sound _____.

Much Worse Worse No Different Better Much Better

2. Mr. [Teacher] teaches so that band class is _____.

Boring Neutral Interesting

3. When I ask Mr. [Teacher] a question, he _____.

Ignores my question

Is unhelpful

Is helpful

Tells me to ask Mr. [Coop Teacher]

4. Mr. [Teacher] displays these qualities toward students.

A. Disrespect Respect

B. Doesn't care Care

C. Negative attitude Positive Attitude

5. Further Comments or Suggestions for Mr. [Teacher]'s teaching improvement?