



THE UNIVERSITY
OF THE ARTS

School of Music
Music Education Division

Final Student Teaching Grade Assessment Scale

WHAT IS CRITICAL IN THE ASSESSMENT OF A STUDENT TEACHER'S PERFORMANCE IS THEIR RECEPTIVITY TO FEEDBACK FROM BOTH THE COOPERATING TEACHER AND THE SUPERVISOR... AND THE IMPLEMENTATION AND EVIDENCED GROWTH FROM THE FEEDBACK.

Grade of A

- * Exemplary work completed as a student teacher throughout the placement with significant response to feedback leading to improved skills, growth and teaching. Strong receptivity to feedback and implementation of new strategies to improve instruction over time.
- * Student exhibits a strong work ethic, is consistently well prepared, timely, and professional.
- * The student teacher reaches well beyond the foundational expectations for both time and commitment to their student teaching efforts.
- * The student teacher has a clear understanding of quality lesson design that incorporates age and developmentally appropriate learning, repertoire, materials and resources that is creative and intellectual.
- * The student teacher consistently provides a classroom and learning environment that is safe, nurturing, and dynamic.
- * The student teacher possesses exemplary instructional delivery strategies, is articulate, and clearly puts into practice the lesson designed.
- * Professionalism, in all facets, is exemplary.

Grade of A-

- * Solid foundational work completed as a student teacher through the placement with response to feedback. Improvement in skills, personal growth and teaching is exhibited, and the foundational teaching skills necessary are exhibited.
- * Student displays quality work ethic, is well-prepared, timely and professional.
- * Student completes the contractual obligations of the student teaching schedule.
- * The student teacher exhibits growth in their ability to effectively plan and prepare, to design lessons which are age and developmentally appropriate, and to select materials and resources which meet the learning goals of the lesson.
- * The student teacher creates a safe learning environment, and uses positive feedback to guide the learning.
- * The student teacher's instructional delivery has a foundational cohesiveness which exhibits the ability to effectively deliver the design of the planned lesson. It is evident that the student teacher has clearly and consistently prepared and that the design of the lesson matches the delivery of instruction.
- * Professionalism, in all facets, is evidenced.



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Grade of B+

- * Foundational work is completed as a student teacher, though independent planning and design is inconsistent. Guided discovery of appropriate teaching and learning measures is needed, through consistent nurturing and support from the cooperating teacher and/or supervisor.
- * Student displays quality work ethic, is well-prepared, timely and professional.
- * Student completes the contractual obligations of the student teaching time frame and schedule.
- * The student teacher lacks consistency in their ability to effectively plan and prepare, to design lessons, and needs the support and guidance of the cooperating teacher throughout the student teaching experience. Independent creative design and preparation is lacking, although with guidance the student teacher is able to design lessons which are age/developmentally appropriate.
- * The student teacher creates a safe learning environment, and uses positive feedback to guide the learning.
- * The student teacher's instructional delivery has a foundational cohesiveness but consistent guidance and coaching in regard to delivery is needed. It is evident that the student teacher has prepared and that the design of the lesson is intended to match the delivery of instruction.
- * Professionalism, in all facets, is evidenced.

Grade of B

- * Student teacher exhibits average to marginal foundational teaching skills. Their response to feedback to support growth is inconsistent. Some growth through guided discovery is evidenced as teaching and learning skills are established throughout the student teaching experience. Much guidance from the cooperating teacher and/or supervisor to support foundational teaching skills is necessary.
- * Student work ethic is inconsistent, they are not adequately prepared and yet show growth at times.
- * Timely and professional behavior and expectations are generally exhibited but some issues may be documented. Contractual obligations may at times be inconsistent.
- * While some natural teaching tendencies are evidenced, consistency in the ability to effectively plan and prepare, and to design lessons, needs the support and guidance of the cooperating teacher throughout the student teaching experience. Independent creative design and preparation is lacking, although with guidance the student teacher is able to design lesson which are age/developmentally appropriate.
- * Independent planning and instruction is lacking consistency, as well as independent think and design of learning.
- * Professionalism, in all facets, is consistent.

Grade of B- of lower

- * Significant lack of basic/foundational teaching and design skills.
- * Limited to no response exhibited in regard to supervisory feedback, from either the cooperating teacher or the supervisor.
- * Preparation and planning is clearly lacking, is inconsistent and of poor quality.
- * Deficiencies in basic teaching skills and instructional delivery are evidenced.
- * Intervention by cooperating teacher and/or the supervisor has resulted in no personal professional growth and/or student is unwilling to reflect and re-design teaching and learning strategies.
- * Student teacher has very limited understanding of the preparation, planning and design needed to deliver age and developmentally appropriate lesson to students.
- * Frequent issues with timeliness and absences are exhibited.
- * Neglect of the contractual obligations of the student teaching contract are exhibited.
- * Communication skills are severely lacking, both as a teacher and as a professional.
- * Neglect of proper grooming and dress are exhibited.
- * Professionalism, interaction with students and colleagues, and overall disposition are lacking and/or inappropriate.

If there are any early indicators of concern by the cooperating teacher or supervisor in regard to a student teacher's performance in their placement, please contact the Division Head of Music Education immediately so that an intervention plan can be established and deployed.