



**INDIANA WESLEYAN UNIVERSITY**  
**Music Education Classroom Observation Form**

**Administration and Purpose.** This assessment is administered during the student teaching semester. You will be observed 5-6 times during your student teaching placements, twice by your music education content supervisor, and three or four times by your teacher education supervisor. Both supervisors will assess your teaching using this form.

This assessment has three related purposes. The first and perhaps most obvious is to document your ability to teach effectively. Teaching effectively is the minimum expectation for an Indiana Wesleyan teacher candidate. The second is to set a standard of excellence that you are expected to achieve. Each element within the eight domains of this assessment is an attribute or skill that successful teachers employ to enable students to become successful learners. We expect you to strive to reach the level of consistent excellence described in this assessment every day in every class you teach. The third purpose of this assessment is to create a space in which you can join with expert teachers in a collegial team, the purpose of which is to help you learn your craft by providing you with expert guidance and counsel in a supportive, nurturing environment. In addition to your cooperating teacher who will host and mentor you during your student teaching experience, your team also includes specialists from your content area and the teacher education faculty. Using this assessment document, your University content supervisor and teacher education supervisor will assist you in developing your teaching ability to the expected level of excellence.

**Content of Assessment.** The Student Teaching Observation Assessment is divided into eight sections that correspond to the eight domains of the Teacher as Decision Maker conceptual framework. This conceptual model emphasizes a strong knowledge base, and is composed of eight interdependent domains: content/subject matter expertise, personal development (morals and ethics), professional development, rights and responsibilities, methodology, management of time/classroom/behaviors, communication, and global/multicultural perspectives. The rubric elements within each of the eight domains describe the knowledge, skills and dispositions that we believe are highly correlated with teaching effectiveness and student learning and achievement.

In addition to being organized by the conceptual framework, this assessment also includes the following alignments:

- Interstate New Teacher Assessment and Support Consortium (InTASC). The InTASC Standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. The ten InTASC Standards are incorporated into this assessment, and are divided into four categories:
  - ✓ Learner and Learning (InTASC Standards 1, 2 and 3)
  - ✓ Content (InTASC Standards 4 and 5)
  - ✓ Instructional Practice (InTASC Standards 6, 7 and 8)
  - ✓ Professional Responsibility (InTASC Standards 9 and 10)
- Diversity Thread. Teacher candidates are expected to teach all students well.
- Technology Thread. Teacher candidates are expected to integrate technology into their teaching as a means to improve student learning.

**Criterion for Success.** *Candidates must achieve a rating of Competent to pass this assessment. For this assessment, Competent is defined as 80% or more of all rubric elements scored as competent or higher. No domain or assessment element may be scored as Needs Improvement.*



**Music Education Classroom Observation Form  
2013 InTASC Standards**

**NOTE:** InTASC progressions have been added to this pedagogical assessment rubric. These progressions describe the increasing complexity and sophistication of teaching practice for each core standard across the three developmental levels: Progression 1 is approximately equal to IWU practicum 1 expectations; Progression 2 is approximately equal to IWU practicum 2 expectations; and Progression 3 is approximately equal to student teaching expectations. Please use the following descriptors to assess the InTASC Progressions embedded in the Pedagogical Assessment:

**InTASC Progressions Legend**

**Emerging Competence:** The candidate demonstrates awareness of the Progression expectations and occasionally includes them in his or her teaching practices, but has not yet reached a level of consistency that would indicate a rating of competence.

*Or...*

The candidate incorporates some Progression elements, but omits or underemphasizes others in his or her teaching practices.

**Competent.** The candidate regularly and consistently incorporates Progression expectations in his or her teaching practices.

**Outstanding.** The candidate's depth of insight and quality of work and teaching is distinctly superior to normally-accepted standards.

**Domain I: Content/Subject Matter Expertise**

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
Alignment with national, state, and/or local goals  Data source: pre-post conference  InTASC Standard 5	The candidate does not consider needs assessment data or the National Music Education Standards when designing music education curricula.	Candidate consideration of needs assessment data or the National Music Education Standards is not consistently appropriate in his or her designing of music education curricula.	The candidate aligns music education curricula with needs assessment data and the National Music Education Standards.	The candidate's use of needs assessment data and the National Music Education Standards results in meaningful and effective learning experiences for his or her students.

	Needs Improvement	Progression 1	Progression 2	Progression 3
InTASC 4.1 The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	The candidate presents incorrect information; <i>Or...</i> He or she does not address common content-area misconceptions.	The candidate <ul style="list-style-type: none"> <li>Accurately and effectively communicates disciplinary concepts, processes and knowledge, and uses clear, correct and appropriate language;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Draws upon his or her initial knowledge of common content-area misconceptions, and uses available resources to address them.</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Expands or deepens his or her content knowledge; presents diverse perspectives to engage learners in understanding, questioning and analyzing ideas;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Analyzes group discourse and learner work to discover additional learner misconceptions; uses disciplinary processes and tools to build accurate and deep understanding.</li> </ul>	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Collaborates with others to expand his or her content knowledge in order to keep up with changes in the discipline;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline and appropriateness for his or her learners.</li> </ul>
		EC   C   O	EC   C   O	EC   C   O

## Domain I: Content/Subject Matter Expertise, con't.

	Needs Improvement	Progression 1	Progression 2	Progression 3				
<p>Knowledge of content-related pedagogy</p> <p>InTASC 4.2 The candidate creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>The candidate does not engage learners in applying methods of inquiry used in the discipline; <i>Or...</i> He or she fails to link new concepts to familiar concepts or connect them to prior experiences; <i>Or...</i> Does not model or provide opportunities for learners to understand academic language.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>Engages learners in applying methods of inquiry used in the discipline.</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Links new concepts to familiar concepts and helps learners to connect them to prior experiences;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning.</li> </ul>	<p>Progression 1 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>Guides learners in critiquing processes and conclusions using standards of evidence appropriate to the discipline;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Stimulates learner reflection on the connection between prior content knowledge and new ideas and concepts;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Uses a variety of methods to scaffold learner use of academic language allowing learners to engage in and express complex thinking.</li> </ul>	<p>Progression 2 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>Facilitates learners' independent use of methods of inquiry and standards of evidence in the discipline;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Facilitates learner autonomy in examining new concepts in relationship to their growing content knowledge base;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Engages learners in identifying diverse perspectives in discipline-specific inquiry to expand competence in the use of academic language.</li> </ul>				
					EC	C	O	EC

## Lesson Planning in the Music Classroom

Lesson Plan  InTASC Standard 7	<i>The lesson plan provides an instructional outline for the class period. While a lesson plan is not meant to be followed slavishly, it should be developed in depth and detail sufficient to establish a "road map" for instruction, anticipating the major issues and elements to be addressed during an individual class period.</i>			
	Needs Improvement	Emerging Competence	Competent	Outstanding
	<p><u>Standards</u>: not included.</p> <p><u>Objectives</u>: not included, or cannot be assessed; too many or too few objectives for students' age group or skill level</p> <p><u>Instruction</u>: no provision for the active involvement of students; lesson is not timed or sequenced appropriately for the planned content.</p> <p><u>Assessment</u>: no assessment activities included.</p>	<p><u>Standards</u>: included, but not relevant to lesson.</p> <p><u>Objectives</u>: little or no correlation to standards; not well written and/or may not be measurable.</p> <p><u>Instruction</u>: plan includes too much direct instruction; too little active student involvement; lesson timing and sequencing is not fully congruent with planned content.</p> <p><u>Assessment</u>: assessments are not well-planned, or do not correlate well with lesson objectives and activities.</p>	<p><u>Standards</u>: appropriate to lesson content; appropriate for student age and skill level.</p> <p><u>Objectives</u>: correlated to standards; well written and measurable. Number of objectives is appropriate for students' age and skill level.</p> <p><u>Instruction</u>: plan incorporates appropriate student activity; instruction is well timed and sequenced.</p> <p><u>Assessment</u>: assessment plan is well developed; correlated with lesson objectives and activities</p>	<p><u>Standards</u>: carefully and purposefully chosen to fit lesson content.</p> <p><u>Objectives</u>: tightly aligned with standards; written clearly and concisely; easily measurable. Number of objectives is appropriate for students' age and skill level.</p> <p><u>Instruction</u>: plan incorporates the active and meaningful involvement of students; lesson is carefully timed and sequenced to take maximum advantage of available time.</p> <p><u>Assessment</u>: assessment plan is a seamlessly and effectively integrated into the LP; plan incorporates formal, informal, and authentic assessment.</p>

## Domain II: Personal Development

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Persistence</p> <p>Data Source: pre-post conference; classroom observation</p>	<p>The candidate gives up and/or blames students or the environment for lack of student success.</p>	<p>The candidate accepts responsibility for the success of all students; implements a limited repertoire of instructional strategies in that process.</p>	<p>The candidate persists in seeking approaches for students who have difficulty learning; employs a moderate number of instructional strategies for that purpose.</p>	<p>The candidate persists in seeking effective strategies for students in need of instructional support.</p>

## Domain II: Personal Development, Con't.

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<b>Enthusiasm/energy/vitality</b>  Data source: classroom observation	The candidate appears tired and listless; interactions with students are lifeless and uninspired.	The candidate has difficulty sustaining the energy required for effective teaching; he or she shows little enthusiasm for the lesson or student learning.	The candidate sustains his or her enthusiasm and energy throughout the lesson and school day.	The candidate's enthusiasm for lesson content and support for student learning results in an engaging, vibrant learning environment.
<b>Relationships with students</b>  Data source: Classroom observation	The candidate's relationship with students is awkward and strained. Students are wary and suspicious of him or her.	The candidate's relationship with students is indifferent. Students are apathetic.	The candidate's relationship with students is amiable and warm. Students are responsive to the candidate's instruction.	The candidate's positive and productive relationships with students leads them into deeper engagement with lesson content.

	Needs Improvement	Progression 1	Progression 2	Progression 3
<b>InTASC 9.3</b> The candidate practices the profession in an ethical manner.	The candidate does not act in accordance with ethical codes of conduct or professional standards; <i>Or...</i> He or she does not access information or use technology in safe, legal or ethical ways; <i>Or...</i> He or she does not follow established rules or policies.	The candidate <ul style="list-style-type: none"> <li>Acts in accordance with ethical codes of conduct and professional standards;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Accesses information and uses technology in safe, legal and ethical ways;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways.</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Supports colleagues in exploring and making ethical decisions and adhering to professional standards;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Anticipates how information and technology might be used in unethical or illegal ways and takes steps to prevent the misuse of information and technology.</li> </ul>	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Advocates for the safe, legal and ethical use of information and technology throughout the school community;</li> </ul>
		<b>EC</b> <b>C</b> <b>O</b>	<b>EC</b> <b>C</b> <b>O</b>	<b>EC</b> <b>C</b> <b>O</b>

## Domain III: Professional Development

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<b>Accepts criticism</b>  Data source: pre-post conference; classroom observation	The candidate responds defensively to constructive criticism; does not modify teaching practices to meet supervisor expectations.	The candidate is polite when criticized, but does not follow through sufficiently with supervisor suggestions.	The candidate accepts and responds appropriately to constructive criticism; her or she modifies teaching based on previous feedback.	The candidate seeks out and embraces constructive criticism in a desire to maximize teaching ability and effectiveness.
<b>Cooperative relationships</b>  Data source: pre-post conference  InTASC Standard 9	The candidate is distant and aloof from his or her classroom mentor and/or University supervisor.	The candidate is sometimes moody; his or her attitude and relationships with others varies depending on outside circumstances.	The candidate maintains cooperative and appropriate relationships with his or her classroom mentor and University supervisor.	The candidate cultivates and develops positive relationships with colleagues and mentors as a means to further his or her personal and professional growth.

	Needs Improvement	Progression 1	Progression 2	Progression 3
<b>Indiana Standard 6</b> The Professional Environment  <b>InTASC 9.1</b> The candidate engages in continuous professional learning to more effectively meet the needs of each learner.	The candidate does not engage in professional learning opportunities.	The candidate <ul style="list-style-type: none"> <li>Engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him or her to provide all learners with engaging curriculum and learning experiences.</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Takes responsibility for his or her self- assessment of practice and ongoing professional learning by seeking out and participating in professional learning experiences to address identified needs and areas of professional interest.</li> </ul>	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs.</li> </ul>
		<b>EC</b> <b>C</b> <b>O</b>	<b>EC</b> <b>C</b> <b>O</b>	<b>EC</b> <b>C</b> <b>O</b>

### Domain III: Professional Development, con't.

	Needs Improvement	Progression 1	Progression 2	Progression 3
Self-reflection  InTASC 9.2 The candidate uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.	The candidate does not observe or reflect upon learners' responses to instruction; <i>Or...</i> He or she does not seek or reflect upon feedback from colleagues.	The candidate • Observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice; <i>And...</i> • He or she seeks and reflects upon feedback from colleagues to evaluate the effects of his or her actions on learners and colleagues.	Progression 1 <i>And...</i> The candidate • Reflects on and analyzes a wide range of evidence (e.g., feedback from families, students and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement; <i>And...</i> • Collaborates with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners and colleagues and to apply it to improve practice.	Progression 2 <i>And...</i> The candidate • Supports and assists others to extend and refine their instructional practices and other professional behaviors to meet the needs of each learner.
		EC    C    O	EC    C    O	EC    C    O

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
Professionalism  Data source: Classroom observation	The candidate is unprofessional. His or her teaching practices are disorganized; his or her dress is unkempt or sloppy; personal grooming and/or hygiene is not representative of a professional educator.	The candidate's actions and behaviors sometimes fall below professional expectations. His or her teaching practices do not consistently meet professional standards. Personal grooming and hygiene could be improved.	The candidate demonstrates professionalism. Professional student teaching standards, including personal grooming and hygiene, are met consistently.	The candidate exhibits professional behavior in all areas of his or her teaching practices: relationships with others, planning practices and work habits, attitudes and beliefs, all meet the highest professional standards. The candidate's dress and grooming is an exemplar for his or her colleagues and students.

### Domain IV: Rights and Responsibilities

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
Dependability  Data source: Planning documents; classroom observation	The candidate is not dependable in the completion of his or her responsibilities; frequently tardy; completion of planning documents, ST portfolio elements, and assignment grading is not consistently timely.	The candidate is not consistently dependable in the completion of his or her duties; misses some submission deadlines; is sometimes tardy or departs early.	The candidate is dependable in the completion of his or her responsibilities. Planning documents, ST portfolio elements, and assignment assessment deadlines are met consistently. The candidate arrives and departs when expected.	The candidate anticipates all submission deadlines, allowing time for changes and adaptations when necessary; he or she arrives early and/or stays late when necessary to fulfill responsibilities.
Organizational Skills  Data source: planning documents; classroom observation	The candidate's lack of organizational skills results in wasted time and submission of poor quality materials and documents.	The candidate realizes the importance of efficient practices, but struggles to stay organized.	The candidate demonstrates effective organizational skills and habits, resulting in on-time materials and document submission.	The candidate demonstrates highly effective and efficient organizational skills, demonstrating a high degree of professionalism.

	Needs Improvement	Progression 1	Progression 2	Progression 3
Indiana Standard 1 Student Development and Diversity  InTASC 1/2.1 The candidate uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.	The candidate lacks understanding of developmentally appropriate learning experiences; <i>Or...</i> He or she does not engage learners or consider their interests.	The candidate • Draws upon his or her understanding of child and adolescent development to observe learners to adjust teaching; <i>And...</i> • He or she seeks out learner interests and engages them in a variety of learning experiences.	Progression 1 <i>And...</i> • The candidate identifies individual learner development and calibrates learning experiences, using an appropriate balance of support and challenge, to move learners toward their next levels of development.	Progression 2 <i>And...</i> • The candidate regularly analyzes and reflects on learner's abilities in order to individualize instruction and take responsibility for the development of all learners.
		EC    C    O	EC    C    O	EC    C    O

### Domain IV: Rights and Responsibilities, con't.

	Needs Improvement	Progression 1	Progression 2	Progression 3
<p>Participation in school activities</p> <p>InTASC 10.1 The candidate collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.</p>	<p>The candidate does not participate on instructional teams or use advice or support from colleagues; <i>Or...</i> He or she does not use technology or other forms of communication to develop professional relationships.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>Participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community.</li> </ul>	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Collaborates with colleagues on the instructional team(s) to probe data and seek and offer feedback on practices that support learners;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Builds ongoing communities of support for student learning through exchanging information, advice and resources with families and colleagues.</li> </ul>	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Brings innovative practices that meet learning needs to the instructional team(s) and supports colleagues in their use and in analyzing their effectiveness;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Works collaboratively across the learning community to enhance student learning, for example by showcasing learner work physically and/or visually for critique and celebration.</li> </ul>
		EC   C   O	EC   C   O	EC   C   O

	Needs Improvement	Progression 1	Progression 2	Progression 3
<p>Initiative</p> <p>InTASC 10.2 The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession.</p>	<p>The candidate does not assume responsibility for directing student learning toward high expectations; <i>Or...</i> He or she does not invite observation or feedback.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>Leads in his or her own classroom, assuming responsibility for and directing student learning toward high expectations;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Makes practice transparent by sharing plans and inviting observation and feedback;</li> </ul>	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Contributes to establishing and maintaining a climate of trust, critical reflection, and inclusivity where diverse perspectives are welcomed in addressing challenges.</li> </ul>	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Models effective instructional strategies;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Advocates for learners.</li> </ul>
		EC   C   O	EC   C   O	EC   C   O

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Compliance with school, legal, and professional requirements</p> <p>Data source: pre/post conference; classroom observation InTASC Standard 9</p>	<p>The candidate does not consistently comply with school, legal and professional requirements and directives.</p>	<p>The candidate needs to be reminded to comply with school, legal and professional requirements and directives.</p>	<p>The candidate complies with all school, legal and professional requirements and directives.</p>	<p>The candidate conforms his or her actions behavior to school, legal and professional requirements and directions in the desire to become a professional educator.</p>

### Domain V: Methodology

	Needs Improvement	Progression 1	Progression 2	Progression 3
<p>Variety of instructional activities, assignments and resources</p> <p>InTASC 5.1 The candidate connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.</p>	<p>The candidate does not help learners to see relationships across disciplines; <i>Or...</i> He or she does not engage learners in applying content knowledge or skills in authentic contexts.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>Helps learners see relationships across disciplines by making connections between content-area curriculum materials and related perspectives</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Engages learners in applying content knowledge and skills in authentic contexts.</li> </ul>	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Collaborates with a colleague(s) in another discipline(s) to create learning experiences that engage learners in working with interdisciplinary themes.</li> </ul>	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Engages learners in identifying real-world problems they can explore through projects, using their acquired and expanding content knowledge and skill;</li> </ul>
		EC   C   O	EC   C   O	EC   C   O

**Domain V: Methodology, con't.**

	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>
InTASC 5.2 The candidate engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.	The candidate does not engage learners in learning or applying the critical thinking skills used in the content area(s); <i>Or...</i> He or she does not engage learners in developing literacy or communication skills supportive of content area(s);	The candidate • Engages learners in learning and applying the critical thinking skills used in the content area(s); <i>And...</i> • Engages learners in developing literacy and communication skills that support learning in the content area(s);	Progression 1 <i>And...</i> The candidate • Uses problems or questions to guide learner practice in applying content-area critical thinking skills; <i>And...</i> • Guides learners in understanding and applying literacy and communication skills in the content area(s);	Progression 2 <i>And...</i> The candidate • Fosters learners' abilities to independently identify issues or problems of interest in or across content area(s); <i>And...</i> • Provides a variety of opportunities for learners to independently and collaboratively apply literacy and communication skills in gathering and analyzing information.
		<b>EC</b> <b>C</b> <b>O</b>	<b>EC</b> <b>C</b> <b>O</b>	<b>EC</b> <b>C</b> <b>O</b>
<b>Criteria</b>	<b>Needs Improvement</b>	<b>Emerging Competence</b>	<b>Competent</b>	<b>Outstanding</b>
Indiana Standard 3 Instructional Planning and Delivery  Data source: planning documents; classroom observation  InTASC Standard 5	The candidate deviates from the written lesson plan in illogical or inappropriate ways, for reasons not related to the modification of instruction to improve student learning.	The candidate gives too much or too little time to some lesson activities; omits or adds explanations or activities without sufficient cause.	The candidate implements the written lesson plan. He or she • Instructs to specific objective(s) • Focuses students to task (anticipatory set) • Establishes and states purpose • Provides adequate, appropriate examples (modeling) which clarify text content • Demonstrates use of questions at varying levels; dignifies/clarifies student responses • Uses closure; provides summary at end of lesson.	The candidate implements the written lesson plan, making appropriate modifications and adaptations in response to the changing learning climate.
Indiana Standard 4 Assessment  Data source: planning documents; classroom observation  InTASC Standard 5	The candidate does not know if students accomplished learning outcomes or profoundly misjudges the success of a lesson. The lesson outcome indicates a failure to use formal and/or informal assessment activities and instruments to evaluate students' work.	The candidate uses limited formal and informal assessment activities and instruments to develop a generally accurate understanding of lesson effectiveness and the extent to which learning outcomes were accomplished.	The candidate makes an accurate assessment of lesson effectiveness and the extent to which learning goals were accomplished; he or she can cite general references in support of judgments, thereby demonstrating a more advanced understanding of formal and informal assessment activities and instruments in the evaluation of student work and learning.	The candidate makes thoughtful and accurate assessments of each lesson's effectiveness and the extent to which learning outcomes were achieved, thereby demonstrating an advanced understanding and application of formal and informal assessment activities and instruments to evaluate students' work and learning.

**Domain V: Methodology, con't.**

	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>
<p>Indiana Standard 2 Learning Processes</p> <p>InTASC 8.1 The candidate understands and uses a variety of instructional strategies and makes learning accessible to all learners.</p> <p>NCTM Standard 3c</p>	<p>The candidate does not link students' learning experiences with learning objectives or content standards; <i>Or...</i> He or she does not make the learning objective(s) explicit or understandable; <i>Or...</i> He or she does not analyze or respond to individual learner needs.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>Directs students' learning experiences through instructional strategies linked to learning objectives and content standards;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Makes the learning objective(s) explicit and understandable to learners;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs.</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Includes music-specific and instructional technologies</li> </ul>	<p>Progression 1 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>Varies his or her role in the instructional process, acting as instructor, facilitator, coach, and learner in response to the content and purposes of instruction;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Engages individuals and groups of learners in identifying their strengths and specific needs for support and uses this information to adapt instruction.</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Incorporates music-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.</li> </ul>	<p>Progression 2 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>Serves as an advocate for learning by consciously selecting instructional roles to best meet the particular needs of learners as individuals and groups;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Engages learners in the design and implementation of higher order learning experiences that are aligned with learning objectives, result in a variety of products and performances, and build on learner's interests.</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Incorporates differentiated instruction music-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.</li> </ul>
		EC   C   O	EC   C   O	EC   C   O

	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>
<p>InTASC 8.2 The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.</p>	<p>The candidate does not help learners use resources to access information related to instructional objectives; <i>Or...</i> He or she does not pose questions that elicit learning thinking about content area information or concepts.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>Helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting.</li> </ul>	<p>Progression 1 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>Engages learners in using learning skills (e.g., critical and creative thinking skills, study skills, managing goals and time) and technology tools to access, interpret and apply knowledge that promotes learners' understanding of the learning objective(s).</li> </ul>	<p>Progression 2 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>Engages learners in collaborative work to generate, synthesize, and communicate information useful to a specific audience;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Collaborates with learners to create learning opportunities in which learners generate questions and design approaches for addressing them.</li> </ul>
		EC   C   O	EC   C   O	EC   C   O

<b>Criteria</b>	<b>Needs Improvement</b>	<b>Emerging Competence</b>	<b>Competent</b>	<b>Outstanding</b>
<p>Integration of Technology InTASC Standard 5 Technology Thread</p>	<p>The candidate does not understand how to use technologies to achieve learning goals.</p>	<p>The candidate understands how to use digital and interactive technologies to achieve learning goals.</p>	<p>The candidate uses digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p>	<p>The candidate skillfully integrates digital and interactive technologies into his or her teaching for the efficient and effectively achievement of specific learning goals.</p>



## Domain V: Methodology, con't.

	Needs Improvement	Progression 1	Progression 2			Progression 3				
Indiana Standard 7: Reading Instruction. The candidate has a broad and comprehensive understanding of content-area and disciplinary literacy skills, and demonstrates the ability to plan and deliver integrated content-area reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.	The candidate does not incorporate foundations of content-area or disciplinary literacy in his or her lesson planning or instructional delivery; Or... He or she fails to select evidence-based reading instruction based on SBRR or RtI elements; Or... Does not use evidence-based instructional practices to develop students' writing skills in his or her discipline.	The candidate <ul style="list-style-type: none"> <li>Employs skills and practices of effective content-area reading instruction based on SBRR and RtI elements, including evidence-based instructional strategies that are aligned to learning goals and student needs;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Uses evidence-based instructional strategies to develop students' vocabulary and language related to content-area reading and writing in his or her discipline;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Uses evidence-based instructional practices to deepen comprehension, and to develop students' text-based reading skills and their use of comprehension strategies in his or her discipline</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Uses ongoing student data to inform reading-related instruction;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Uses evidence-based skills and strategies for facilitating students' comprehension before during, and after reading content-area texts in his or her discipline.</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Uses evidence-based instructional practices to develop students' writing skills in his or her discipline.</li> </ul>			Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Uses evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Engages all students as agents in their own literacy development.</li> </ul>				
		EC	C	O	EC	C	O	EC	C	O

## Methodology in the music classroom Musicianship<sup>1</sup>

Conducting  InTASC Standard 8	<i>For elementary/general music, includes any kind of performance activity leadership, such as song leading, plus related skills, such as playing guitar or piano.</i>			
	Needs Improvement	Emerging Competence	Competent	Outstanding
	Conducting is awkward and/or ineffective; creates confusion among ensemble members.	Conducting is marginally adequate.	Conducting is adequate for the ensemble and setting.	Conducting is clear, expressive, and responsive; tempo is certain.
Modeling  InTASC Standard 8	<i>Includes soliciting student performance models; can also include teacher's singing, even in non-choral contexts.</i>			
	Needs Improvement	Emerging Competence	Competent	Outstanding
	Modeling of expected performance is not present or is inaccurate or imprecise.	Modeling is presented in the lesson, but is not sufficiently adequate for the setting.	Modeling of effective performance is present in the class or rehearsal.	Modeling is frequently but judiciously used; modeling is precise and beautiful, demonstrating specific musical elements.
Diagnosis of musical problems and responsiveness  InTASC Standard 8	<i>Effective music teachers listen for errors in performance, discriminate between those needing immediate attention and those that can wait, and take action accordingly. Diagnosis of musical problems is consistent with lesson objectives.</i>			
	Needs Improvement	Emerging Competence	Competent	Outstanding
	Musical problems are diagnosed inaccurately or incompletely. Little or no relationship between problem diagnoses and lesson objectives.	Problem diagnoses are not consistently appropriate or well considered; some correlation between problem diagnoses and lesson objectives.	Musical problems are diagnosed accurately; responses are timely as appropriate. Lesson objectives provide focus for problem diagnoses.	Diagnosis of musical problems is accurate and addresses important, meaningful, fundamental aspects of performance/musicianship; teacher "hears" important matters. Problem diagnoses are clearly and consistently related to lesson objectives.

<sup>1</sup> Materials from the following sources are adapted in this document: Arthur, J.R. (2002). *Experienced Teachers Use Of Time In Choral Rehearsals Of Beginning And Advanced Choirs* (Doctoral dissertation). Retrieved from <http://etd.lib.fsu.edu/theses/available/etd-02062009-151900/> on June 20, 2011. *Music Content Knowledge Standards: University of Northern Colorado*. Retrieved from <http://www.unco.edu/teach/PDF/Content%20Rubrics/Music.pdf> on June 20, 2011.

## Methodology in the music classroom Musicianship<sup>2</sup>, con't.

Music preparation  InTASC Standard 7	<i>For ensembles, this includes <b>score study</b>.</i>			
	Needs Improvement	Emerging Competence	Competent	Outstanding
	Preparation is not adequate for the intended lesson.	Pre-instruction planning has taken place, but did not anticipate the needs of all students or circumstances.	Instruction reflects teacher's preparation and capacity to respond to demonstrated needs.	Thorough planning and preparation resulted in a dynamic lesson that engaged all students in the intended learning.

## Musical Leadership

Presence  InTASC Standard 8	<i>"Teacher intensity" or "conductor magnitude"; includes teacher's enthusiastic affect, vitality and clarity of speaking and expression, eye contact; also includes confidence and rapport. Music students prefer teachers who demonstrate enthusiasm and a high level of intensity.</i>			
	Needs Improvement	Emerging Competence	Competent	Outstanding
	The teacher seldom looks at individuals; stands behind a music stand or piano at all times; effects little enthusiasm or vitality in speaking voice; uses a strict conducting pattern with no variation; maintains a neutral mask—no frowns or smiles.	The teacher is disengaged from students, sometimes to the point of defensiveness.	The teacher is engaged with students; demonstrates rapport.	The teacher maintains eye contact; frequently walks or leans toward group; exhibits a great variety of movement; shows sharp contrasts between approval/disapproval.

## The following applies to music teachers in elementary general music settings

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
Appreciation of music of varying styles and cultures InTASC Standard 3	The music chosen for use in the elementary music classroom is limited in scope; is representative of limited musical styles and/or cultures.	Some musical variation of musical style and culture is presented in the general music classroom	Diverse musical styles from more than one cultural setting are included in the general music classroom.	Over time, students are presented with a wide variety of music representing a diversity of styles and cultures.
Making music InTASC Standard 5	The elementary music classroom is characterized by excessive teacher talk and/or rote learning exercises.	Students engage in some music making; singing or playing of instruments is limited or uninspired.	Students are engaged in singing a variety of folk and composed songs or in playing instruments during the elementary music lesson.	The elementary music classroom is mostly given to the making of music; music making is enthusiastic and engaging.
Physical activity and movement InTASC Standard 3	Little opportunity is given for students to move or be active during the music lesson.	Students are given limited opportunities for physical activity during the music lesson.	Students are actively engaged in movement and physical activity during the music lesson.	Students are engaged in movement activities that are highly coordinated with music making.
Music reading skills; music terminology and concepts InTASC Standard 8	Insufficient music reading skills instruction is given to students in the elementary music classroom.	Music reading skills' instruction is presented to students, but is taught inadequately or incompletely.	Students are taught how to read music, including music terminology and concepts, in the general music program.	All students become effective music readers as a result of competent and effective instruction.

## Domain VI: Classroom Management

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
Management of Transitions  Data source: classroom observation InTASC Standard 5	Excessive time lost during transitions.	The candidate allows sporadically-efficient transitions, resulting in some loss of instructional time.	The candidate plans for transitions between lesson segments; little time is lost.	Skillfully planned transitions enable students to move seamlessly between lesson segments with no loss of instructional time.
Expectations  Data source: planning documents; classroom observation InTASC Standard 2	The candidate has not established standards of conduct and/or lacks consistent standards.	The candidate has established standards of conduct for most situations; most students understand expectations.	The candidate has established standards of conduct; standards are clear to all students.	The candidate has established standards of conduct that are clearly understood by all students; standards are developed with student participation.

<sup>2</sup> Materials from the following sources are adapted in this document: Arthur, J.R. (2002). *Experienced Teachers Use Of Time In Choral Rehearsals Of Beginning And Advanced Choirs (Doctoral dissertation)*. Retrieved from <http://etd.lib.fsu.edu/theses/available/etd-02062009-151900/> on June 20, 2011. *Music Content Knowledge Standards: University of Northern Colorado*. Retrieved from <http://www.unco.edu/teach/PDF/Content%20Rubrics/Music.pdf> on June 20, 2011.

## Domain VI: Classroom Management, con't.

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
Monitoring of student behavior  Data source: classroom observation	The candidate does not monitor student behavior; he or she is unaware or ignores off-task behavior.	The candidate is generally aware of behavior; does not respond to off-task behavior of some students.	The candidate monitors and is alert to student behavior; he or she facilitates productive learning by redirecting off-task behavior.	The candidate prevents off-task behavior and encourages positive behavior in subtle and overt ways; he or she encourages students to self-monitor behavior.

	Needs Improvement	Progression 1	Progression 2	Progression 3
Indiana Standard 5 Learning Environment  InTASC 3.1 The candidate collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility.	The candidate does not set expectations for the learning environment; <i>Or...</i> He or she does not articulate expectations for a safe, positive learning environment; <i>Or...</i> He or she is not respectful of learners; <i>Or...</i> He or she is not a responsive or supportive listener; is unaware of learners' cultural backgrounds or differing learning perspectives.	The candidate <ul style="list-style-type: none"> <li>Articulates explicit expectations for a safe, positive learning environment, respect for others, as well as responsibility for preparation and completion of work;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Demonstrates respect for learners through verbal and nonverbal communication;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Is a responsive and supportive listener.</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Collaborates with learners in setting learning climate expectations, including openness, mutual respect, support and inquiry;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Is respectful of and responsive to learners differing cultural backgrounds and perspectives.</li> </ul>	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Collaborates with learners and colleagues in building a safe, positive learning climate;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Promotes celebration of learning by engaging learners in showcasing their learning.</li> </ul>
		EC   C   O	EC   C   O	EC   C   O

	Needs Improvement	Progression 1	Progression 2	Progression 3
Classroom management  InTASC 3.2 The candidate manages the learning environment to engage learners actively.	The candidate does not manage the learning environment effectively; <i>Or...</i> He or she does not vary learning activities to involve whole group, small group, or individual work; <i>Or...</i> He or she does not provide opportunities for learners to use interactive technologies responsibly.	The candidate <ul style="list-style-type: none"> <li>Promotes learner engagement by managing the learning environment effectively.</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Varies learning activities to involve whole group, small group and individual work;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Provides opportunities for learners to use interactive technologies responsibly.</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Actively involves learners in managing the learning environment;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Provides options and resources to engage learners with subject matter and to develop their skills in both collaborative and self-directed learning;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Expands options for responsible use of interactive technologies.</li> </ul>	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Supports learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Supports learners' growing ability to participate in problem-solving, exploration, and invention;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Collaborates with learners in identifying possibilities for learning through responsible use of interactive technologies.</li> </ul>
		EC   C   O	EC   C   O	EC   C   O

## Management in the Music Classroom

**Use of Time.** Time management and *pacing* are conducive to rehearsal/lesson productivity and student attentiveness; teacher uses time to engage students in music and in learning. *(For elementary/general music especially, includes transitions between activities.)*

Getting ready; giving directions  InTASC Standard 8	<i>Effective music teachers are ready for instruction when the class period begins; they spend less time giving directions than pre-service teachers or teaching interns and their students have more performance time. Inexperienced teachers gave directions significantly more than experienced teachers. Excessive time spent getting ready can lead to off-task behaviors.</i>			
	Needs Improvement	Emerging Competence	Competent	Outstanding
	Excessive time spent in giving directions, resulting in off-task student behavior.	Directions are not always clear or easily understood, resulting in wasted instructional time.	Minimal teaching time spent in giving directions, providing more time for music performance	Directions, including routine housekeeping instructions, are communicated briefly but clearly, often before class via the chalkboard.

## Management in the Music Classroom

### Use of Time, con't.

<p>Alternation of activities; lesson pacing</p> <p>InTASC Standard 8</p>	<p><i>Younger students need more rapid movement from activity to activity while older, more sophisticated, music students may prefer more opportunity for extended work. Students at all levels of musical sophistication need frequent performance opportunities in order to demonstrate their expertise.</i></p>			
	Needs Improvement	Emerging Competence	Competent	Outstanding
	<p>Too many or too few activities are planned, causing the lesson to move too slowly or too quickly. Lesson pace is either slow and methodical or rushed.</p>	<p>Lesson pace is leisurely, with breaks for feedback or instruction taken too frequently or too infrequently.</p>	<p>The lesson includes frequent, generally short performance episodes, and brief episodes of teacher activity, providing the teacher with the opportunity to provide more feedback and reinforcement.</p>	<p>The number of lesson activities and the frequency of their alternation keep all students actively engaged throughout the duration of the class and provide the teacher with sufficient opportunities for the teacher to provide correction and instruction. Lesson pace is brisk and exciting.</p>
<p>Transition Activities</p> <p>InTASC Standard 8</p>	<p><i>Effective teachers plan transition activities between lesson segments to maximizing instructional time and minimize down time and student off-task behavior.</i></p>			
	Needs Improvement	Emerging Competence	Competent	Outstanding
	<p>Transitions between lesson activities are awkward or not well thought out. Excessive instructional time is wasted in the process.</p>	<p>Little connection is apparent between instructional activities; time is wasted in closing out one activity and preparing for another.</p>	<p>Transitions provide appropriate closure to the current activity and introduction to the subsequent activity with little loss of instructional time.</p>	<p>Lesson activities flow together smoothly and seamlessly with no loss of instructional time.</p>

## Domain VII: Communication

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Gives directions and procedures</p> <p>Data source: classroom observation InTASC Standard 8</p>	<p>Directions and procedures are unclear; confusing.</p>	<p>Directions and procedures are clarified after initial confusion and/or are excessively detailed</p>	<p>Directions and procedures are clear to students and are appropriately detailed.</p>	<p>Directions and procedures are clear and understood by students; the candidate anticipates student misunderstandings.</p>
<p>Oral and written language</p> <p>Data source: pre- post conference; planning materials; classroom observation InTASC Standard 8</p>	<p>The candidate uses spoken language which is inaudible; written language is illegible; spoken or written language contains many grammar and syntax errors.</p>	<p>The candidate uses audible language; legible written language; occasional errors occur in both.</p>	<p>The candidate uses clear and correct spoken and written language constructs.</p>	<p>The candidate uses correct and expressive language constructs, with well-chosen vocabulary that enriches the lesson.</p>
<p>Communication methods and techniques</p> <p>Data source: classroom observation InTASC Standard 3</p>	<p>The candidate's variety of communication methods and techniques is excessively limited.</p>	<p>The candidate employs a limited variety of communication techniques.</p>	<p>The candidate applies a variety of communication methods and techniques.</p>	<p>The candidate applies a variety of communication techniques and methods to specific situations to improve relations with students, peers, and parents to meet students' needs.</p>

## Communication in the Music Classroom

**Teaching Cycle.** *Tasks are sequenced for students in logical, discrete, manageable steps (provided as directives); instruction is responsive to demonstrated needs. Repetition is employed to build habit strength among students, leading them to musical success. The teacher demands mastery (quality) more than task difficulty. Prescriptions to remedy musical problems are pedagogically accurate and reflect detailed, appropriate knowledge of specific instrumental, vocal, and/or ensemble performance.*

<p>Presentation of Task (giving directions, etc)</p> <p>InTASC Standard 1</p>	<p><i>Effective music teachers present directions and instructions clearly and concisely.</i></p>			
	Needs Improvement	Emerging Competence	Competent	Outstanding
	<p>Directions for task performance are ambiguous or confusing; must be repeated to achieve student understanding.</p>	<p>Directions and instructions are not consistently clear or accurate.</p>	<p>Directions and instructions for task performance are direct and to the point.</p>	<p>Teacher's speech and instruction conveys important, accurate, and relevant musical matters; talk is used judiciously; directions are clear and easily understood.</p>

**Communication in the Music Classroom  
Teaching Cycle, con't.**

	<i>Students respond appropriately and accurately to instructions and correction.</i>			
Student Performance (response to task presentation) InTASC Standard 8	Needs Improvement	Emerging Competence	Competent	Outstanding
	Student response to instructions is listless or haphazard, reflecting confusion about performance expectations.	Some students are off task or slow to respond to instructions.	Students respond appropriately and accurately to instructions.	Students respond to instructions and musical cues promptly and accurately. Quality of performance reflects the nature and intent of the instructional prompt.
	<i>Music students are more attentive to teachers who give precise, focused responses to their performances, and frame their feedback as approvals more frequently than disapprovals.</i>			
Feedback InTASC Standard 1	Needs Improvement	Emerging Competence	Competent	Outstanding
	The teacher engages in error detection with little corrective feedback; approvals are infrequent; disapprovals are nonspecific.	Feedback tends to be more disapproving than approving; feedback is not consistently accurate or designed to correct immediate problems; feedback tends to be spoken in generalities.	The teacher gives approval feedback that is specific and related to the task presented; feedback is designed to correct musical problems.	Feedback is accurate, specific, and appropriately frequent; both approval and disapproval feedback is specific and provides corrective information; disapproval or correction is approached positively and tactfully.

**Domain VIII: Global and Multicultural Perspectives**

	Needs Improvement	Progression 1	Progression 2	Progression 3
Planning for student differences  InTASC 1/2.2 The candidate uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.	The candidate lacks understanding of second language acquisition, exceptional needs, or learner's knowledge; <i>Or...</i> He or she does not incorporate tools of language development into planning or instruction; <i>Or...</i> Does not follow a process, designated by a school or district, for identifying and addressing learner needs (e.g. Response to Intervention).	The candidate: <ul style="list-style-type: none"> <li>Identifies specific needs and responds with individualized and group support;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Incorporates multiple approaches to learning;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Incorporates tools of language development into planning and instruction</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Follows a process, designated by a school or district, for identifying and addressing learner needs.</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>continuously expands and deepens his or her understanding of differences and their impact on learning;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Responds to student learning cues by pacing and adjusting instruction;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Adapts instruction and uses modified materials, including technology, to address exceptional learner needs.</li> </ul>	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Uses a variety of approaches to make concepts clear and provides extensions that engage learners in deepening academic content;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Challenges each learner by adapting, scaffolding, enriching and accelerating instruction to facilitate higher-order thinking;</li> </ul>
		EC   C   O	EC   C   O	EC   C   O

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
Students' diverse perspectives and experiences  Data Source: pre/post conference; planning materials; classroom observation  InTASC Standard 2 Diversity Thread	The candidate shows little understanding of students' unique family backgrounds or cultural perspectives in the planning and delivery of classroom instruction.	The candidate demonstrates a general understanding of students' diverse perspectives and experiences; incorporation of his or her understanding is not consistently reflected in classroom instruction.	The candidate takes into account unique family needs affecting student learning; he or she connects instruction to students' experiences and brings diverse perspectives to classroom discussions.	The candidate demonstrates understanding of his or her students' family backgrounds and experiences, and plans and implements instruction to improve learning outcomes for all students.
Lesson adjustment  Data source: planning materials; classroom observation InTASC Standard 7 Diversity Thread	The candidate adheres rigidly to the instructional plan even when a change will clearly improve lesson implementation.	The candidate attempts lesson adjustments with mixed results.	The candidate applies his or her knowledge of how children differ by adapting and modifying instruction to meet the needs of all learners.	The candidate makes lesson adjustments necessary to clarify expectations and assure student mastery of learning outcomes.

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2013 InTASC Standard  
2010 Indiana Developmental Standards