

**WESTMINSTER  
CHOIR COLLEGE**



**Department of Music Education**

## **Practicum Student Evaluation**

(Revised, Fall 2010)

D'YUg'Yf'Yhi fb'k jg'Wta d'Yh'X'Z'fa 'lc'8 YVV]Y'K J'j]Ua gcb'UhiXk J'j]Ua gcb4 f]XYf'YXi

**Student's Name**

**Elementary Practicum**

**Secondary Practicum**

**School**

**Cooperating Teacher**

**Grade Level**

**Semester/Year**

Directions: Please check the appropriate box for each item.  
The scoring rubric is as follows:

- 4 Exceeds the expectations for this level of experience
- 3 Meets the expectations for the appropriate level of the experience
- 2 Some continued growth noted, but inconsistent
- 1 Does not meet the minimum level of expected performance

**This form is NOT COMPLETE without written comments in the places provided for Student Strengths and Suggestions for student's continued growth. Any category that is assigned a 2 or 1, should be coupled with a written comment.**

**This evaluation is based on the New Jersey Professional Teaching Standards adopted by the New Jersey Department of Education, January 2004.**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>Standard One: Content Pedagogy</b></p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline and can create learning experiences that make these aspects of subject matter meaningful for students and appropriately available.</p>				
<p><b>Standard Two: Student Development</b></p> <p>The teacher understands how children learn and develop, and can design and provide learning opportunities that support a child’s intellectual, social, and personal development, and connect with students’ prior experiences.</p>				
<p><b>Standard Three: Diverse Learners</b></p> <p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners, while creating a learning community that respects individual differences.</p>				
<p><b>Standard Four: Multiple Instructional Strategies</b></p> <p>The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skill. The teacher is able to assume different roles in the instructional process (instructor, facilitator, audience, assessor) to accommodate content, purpose, and learner needs.</p>				
<p><b>Standard Five: Motivation and Management</b></p> <p>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. The teacher organizes, allocates, and manages time, space and activities in a way that is conducive to learning, while encouraging clear procedures and expectations that ensure students assume responsibility for themselves and others.</p>				

<p><b>Standard Six: Communication and Technology</b></p>				
<p>The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster and support active inquiry, collaboration, and supportive interaction in the classroom. The teacher demonstrates communication that is sensitive to cultural differences and free of gender bias.</p>				
<p><b>Standard Seven: Planning</b></p>				
<p>The teacher plans short and long-term instruction based upon knowledge of subject matter, students, the community, and curriculum goals. Lessons address variance in learning styles, and diverse learners, and are responsive to their needs.</p>				
<p><b>Standard Eight: Assessment</b></p>				
<p>The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. The teacher's assessment strategies are appropriate, and are effectively tracked.</p>				
<p><b>Standard Nine: Reflective Practice &amp; Professional Development</b></p>				
<p>The teacher is a reflective practitioner who continually evaluates the impact of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. The teacher consults with professional colleagues for support, problem solving and new ideas.</p>				
<p><b>Standard Ten: School and Community Involvement</b></p>				
<p>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community (as appropriate for student teachers) to support students' learning and well-being. The teacher advocates for students.</p>				

Student Name: \_\_\_\_\_

Student's Strengths:

Areas in Need of Improvement:

Suggestions for the student's continued growth:

General Comments:

By checking this box **I, the evaluator**, certify that the student has had the opportunity to review the evaluation and to discuss it with me.

Date:

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