

Music FEAP rubrics for Music Internship Assessment and Evaluation

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Assessment Intro

Context

This rubric is designed for the evaluation of major assessment activities (Internship II and portfolio) in initial teacher certification programs. It may be used for both formative and summative assessments. If an assessment activity is viewed as formative, use of the rubric may be limited to the Developing and Unacceptable columns. In such cases, performance would be rated as "Developing" if any of the cited indicators or other similar indicators are present, and performance would be rated as "Unacceptable" if no such indicators are evident. For summative assessments, the minimum acceptable level of performance to demonstrate attainment of the appropriate benchmark is "Proficient."

Purpose

This rubric is designed with two major goals in mind: 1) ensuring content validity of assessments by linking assessments directly to performance indicators associated with applicable teacher education standards, and 2) enhancing interrater reliability by providing well defined indicators at distinctly different levels of performance.

Assessor

Music education faculty and University Coordinators who are evaluating candidates' knowledge, skills, and dispositions related to the Florida Educator Accomplished Practices in programs utilizing this rubric for major assessment activities.

Assessment

EXPECTATION: The pre-professional teacher recognizes the need for continuous, embedded assessment in the classroom and is in the process of acquiring varied assessment techniques. The teacher effectively implements informal assessments (questioning, listening, and observing to monitor student comprehension and engagement). The teacher designs and implements effective formative and summative assessments, including written tests and performance tests to evaluate individual student progress toward desired outcomes (knowledge, skills, habits, values). The teacher uses assessment information to inform instructional choices and plan future instruction.

Instructional Design and Lesson – Skill

FL-FEAP-2010.2.a.1.d, 2.a.3.h., 2.a.3.j., 2.a.4.a., 2.a.4.b., 2.a.4.c., 2.a.4.d

Assessment Rubric of Knowledge and Performance

| Advanced (3 pts) | Proficient (2 pts) | Developing (1 pt) | Unacceptable |
|---|---|---|---|
| <p>Beyond required indicators at the Proficient Level, indicators may include:</p> <p>1) Regularly assesses higher order (critical) thinking OR 2) Regularly elicits students feedback OR 3) Maintains awareness of individual skill development through regular individual assessment OR 4) Helps students develop and maintain a portfolio to demonstrate growth over time OR 5) Provides students with summative progress reports OR 6) Develops short and long term personal and professional goals relating to assessment.</p> | <p>Candidate uses an appropriate variety of informal and formal assessment strategies. Indicators <u>must</u> include:</p> <p>1) Identifies appropriate methods, strategies, and evaluation instruments for assessing student achievement, needs, performance, and learning; 2) Records assessment data and grades student achievement effectively; 3) Modifies instruction based upon assessed student performance/achievement; 4) Understands and values assessment as evidenced by use of assessment to assist the continuous development and acquisition of knowledge and understanding of the learner.</p> | <p>Indicators <u>may</u> include:</p> <p>Candidate is beginning to acquire and use a variety of traditional assessment strategies; Candidate's lesson planning is beginning to show evidence of the use of assessment data to inform planning; Candidate demonstrates some, but not all of the "must include" indicators at the Proficient level.</p> | <p>Indicators: Failure to demonstrate any of the "may include" indicators at the developing level or "must include" indicators at the "proficient" level. Other indicators may include: assessment activities are invalid (not linked to applicable standards), unreliable, and/or biased; little or no evidence of assessment modifications or accommodations for students with special needs; no evidence that assessment data are used to inform curriculum and instruction. Indicators may include: Candidate does not acknowledge or value the critical role of assessment in teaching and learning.</p> |

A rubric is used to assess the teacher's ability to select appropriate formative assessments to monitor learning.

Communication

EXPECTATION: The pre-professional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques that she/he will use in the classroom.

**Instructional Design and Lesson – Skill
FL-FEAP-2010.2.a.2.e., 2.a.3.i.**

Communication Rubric

| Advanced (3 pts) | Proficient (2 pts) | Developing (1 pt) | Unacceptable |
|--|---|---|---|
| <p>Beyond required indicators at the Proficient Level, indicators may include:</p> <p>1) Maintains website to communicate with community</p> | <p>Candidate recognizes the need for effective communication in the classroom and demonstrates an increasing variety of appropriate communication techniques</p> <p>Indicators <u>must</u> include:</p> <p>1) Candidate writes and speaks in a logical and understandable style, uses appropriate grammar and sentence structure, demonstrates a command of standard English, enunciation, and clarity of oral directions;</p> <p>2) Varies communication (both verbal and nonverbal) according to the nature and needs of individuals;</p> <p>3) Uses appropriate communication techniques with students, colleagues, administrators, families, and other stakeholders.</p> <p>Indicators <u>may</u> include:</p> <p>Provides opportunities for students to learn from each other; Practices strategies that support individual and group inquiry; Develops short and long term professional goals related to communication.</p> <p>Indicators <u>must</u> include:</p> <p>Understands and values the importance of effective and appropriate communication including being a good listener.</p> | <p>Indicators <u>may</u> include:</p> <p>Candidate is using an increasing variety of contextually appropriate and effective written, oral, and non-verbal communication strategies and techniques, including use of conducting, gesture, and descriptions of music.</p> <p>Candidate demonstrates some, but not all of the "must include" indicators at the Proficient level.</p> <p>By actively seeking to improve and expand communications skills, the candidate demonstrates an increasing of awareness the importance of effective and appropriate communication in teaching and learning.</p> | <p>Indicators: Failure to demonstrate any of the "may include" indicators at the developing level or failure to demonstrate any of the "must include" indicators at the "proficient" level. Other indicators may include: Inconsistent communication of expectations for learning; little or no evidence of student/teacher or student/student interaction. Indicators may include: shows unwillingness to use or does not value the importance of effective and appropriate communication including being a good listener.</p> |

A rubric is used to assess the teacher’s ability to model clear, acceptable oral and written communication skills.

Continuous Improvement

EXPECTATION: The pre-professional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. The teacher participates in development activities (eliciting feedback, observing, discussing, questioning, identifying strategies and resources, attending workshops, etc.) and applying the information to their instructional practices. The teacher demonstrates the ability to reflect “ on action” (after providing instruction, recognizes areas for improvement and how to improve) and “in action” (revises instruction during a lesson/rehearsal based on student performance).

Instructional Design and Lesson – Skill
FL-FEAP-2010.2.b.1.a., 2.b.1.b., 2.b.1.c., 2.b.1.d., 2.b.1.e., 2.b.1.f.

Continuous Improvement Rubric

| Advanced (3 pts) | Proficient (2 pts) | Developing (1 pt) | Unacceptable |
|--|---|---|---|
| <p>Beyond required indicators at the Proficient Level, indicators may include:</p> <p>1) Consistently video taping and reflecting on instruction OR 2) Pursuing supplemental pre-professional development experiences beyond course or internship experience OR 3) Developing a professional growth plan that extends beyond the internship.</p> | <p>Candidate realizes that s/he is in the initial stages of a lifelong learning process and that reflective practice is a key element of that process. Indicators <u>must</u> include:</p> <p>1) Candidate shows evidence of reflection and continuous improvement in teaching/learning activities.</p> <p>Indicators <u>may</u> include:</p> <p>1) Candidate establishes short and long term professional development goals; Candidate draws on the experience and expertise of others to expand her/his professional knowledge and skills.</p> <p>Indicators <u>must</u> include: Candidate is receptive to suggestions for improving professional knowledge and skills; Candidate demonstrates a commitment to life-long learning.</p> | <p>Indicators <u>may</u> include:</p> <p>Candidate seeks input from others (e.g., faculty, supervising teacher during internships, colleagues, other professional educators) when seeking to improve and expand professional knowledge and skills; Candidate reacts positively to constructive feedback; Candidate is beginning to set short term and/or long term personal and professional goals; Candidate demonstrates some, but not all of the "must include" indicators at the Proficient level; Candidate increasingly values the need for continuous improvement as evidenced by reflective writing and actively seeking to expand and improve professional knowledge and skills.</p> | <p>Indicators: Failure to demonstrate any of the "may include" indicators at the developing level or "must include" indicators at the "proficient" level.</p> <p>Indicators may include: Candidate is not receptive to suggestions for improving professional knowledge and skills; Candidate does not demonstrate or articulate a commitment to life-long learning.</p> |

A rubric is used to assess the teacher’s ability to design purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs.

Critical Thinking

EXPECTATION: The pre-professional teacher is acquiring assessment techniques and strategies that elicit higher order thinking skills (application, synthesis, creating, comparing, explaining) in students and is building a repertoire of questions and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

Instructional Design and Lesson – Skill
FL-FEAP-2010.2a.3.d., 2.a.3.e., 2.a.3.f.

Critical Thinking Rubric

| Advanced (3 pts) | Proficient (2 pts) | Developing (1 pt) | Unacceptable |
|--|--|--|---|
| <p>Beyond required indicators at the Proficient Level, indicators may include:</p> <p>1) There are varied opportunities within a class to develop critical thinking (such as music analysis) OR 2) Candidate helps students develop skills for improvising or composing OR 3) Candidate develops a creative project that promotes critical thinking, problem solving, or musical independence.</p> | <p>The candidate uses assessment to promote and evaluate students' higher order thinking skills and problem solving abilities.</p> <p>Indicators <u>must</u> include:</p> <p>1) Uses strategies to expand students' thinking skills; 2) Poses problems, dilemmas, and questions in lessons to promote higher order thinking; 3) Modifies and adapts lessons with increased attention to learners' critical and/or creative thinking abilities; 4) Candidate clearly values the use of critical and creative thinking in the classroom as evidenced by consistently creating learning environments and using instructional strategies that promote critical/creative thinking</p> <p>Indicators <u>may</u> include:</p> <p>1) Demonstrates and models the use of higher-order thinking abilities; 2) Encourages students to develop open-ended projects and other activities that are creative and innovative; 3) Develops short and long term professional goals relating to critical and/or creative thinking.</p> | <p>Indicators <u>may</u> include:</p> <p>Candidate is beginning to plan and use instructional activities designed to promote critical and/or creative thinking; Candidate can describe and discuss various levels of critical and/or creative thinking using frameworks such as Bloom's Taxonomy; Candidate demonstrates some, but not all of the "must include" indicators at the Proficient level.</p> <p>Indicators <u>may</u> include: Candidate is beginning to explore the use of learning environments and instructional strategies that promote critical/creative thinking.</p> | <p>Indicators: Failure to demonstrate any of the "may include" indicators at the developing level or "must include" indicators at the "proficient" level.</p> <p>Indicators may include: does not respect the use of critical or creative thinking; excessive use of didactic instruction in the classroom.</p> |

A rubric is used to assess the teacher's ability to employ higher-order questioning techniques.

Diversity

EXPECTATION: The pre-professional teacher establishes a comfortable environment THAT accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

Instructional Design and Lesson – Skill
FL-FEAP-2010.2.a.2.c., 2.a.2.d., 2.a.2.h.

Diversity Rubric

| Advanced (3 pts) | Proficient (2 pts) | Developing (1 pt) | Unacceptable |
|---|--|---|---|
| <p>In addition to "must include" indicators, 1) There are regular instances of the intern demonstrating appreciation for student diversity OR 2) Assisting students in recognizing the value of diversity.</p> | <p>Candidate demonstrates knowledge and awareness of varied cultures and linguistic backgrounds. Candidate establishes a comfortable and unbiased learning environment, which accepts and fosters diversity. Indicators <u>must</u> include: 1) Uses a variety of teaching techniques and strategies to effectively instruct all students; 2) Selects appropriate culturally diverse music. 3) Uses interpersonal skills and classroom practices that create a positive learning environment for all students. 4) Values diversity; Promotes social justice, equity, and democracy.</p> <p>Indicators <u>may</u> include: 1) Uses school, family and community resources in instructional activities; 2) Develops short and long term personal and professional goals relating to diversity.</p> | <p>Indicators <u>may</u> include: Candidate is beginning to acquire and employ a variety of teaching techniques and strategies in planning and instruction; Candidate is beginning to draw on an increasing array of resources to support instructional activities; Candidate's planning and instruction are beginning to incorporate adaptations and modifications to meet individual students' needs; Candidate seeks to avoid the use of biased instructional strategies and assessments; Candidate demonstrates some, but not all of the "must include" indicators at the Proficient level; Exhibits an awareness of potential forms of bias in the classroom and seeks to avoid them.</p> | <p>Indicators: Failure to demonstrate any of the "may include" indicators at the developing level or "must include" indicators at the "proficient" level. Indicators may include: Does not treat students equitably.</p> |

A rubric is used to assess the teacher’s ability to respect student’s critical linguistic and family background.

Ethics

EXPECTATION: Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

**Instructional Design and Lesson – Skill
FL-FEAP-2010.2.b.2.**

Ethics Rubric

| Advanced (3 pts) | Proficient (2 pts) | Developing (1 pt) | Unacceptable |
|------------------|---|---|--|
| | <p>Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.</p> <p>Indicators <u>must</u> include:</p> <ol style="list-style-type: none"> 1) Protects students from conditions harmful to learning and/or to the students' mental and/or physical health and/or safety; 2) Maintains honesty in all professional dealings; 3) Takes precautions to distinguish between personal views and those of any educational institution or organization with which the candidate is affiliated; 4) Values the tenets of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and the Professional Code of Conduct. | <p>Indicators <u>may</u> include:</p> <p>Candidate's professional performance is showing an increasing awareness of and value for the provisions of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and of the College's Code of Professional Conduct.</p> | <p>Indicators: Violation of any provision of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida; Unresolved violation of the College's Code of Professional Conduct; Failure to demonstrate any of the "may include" indicators at the developing level or "must include" indicators at the "proficient" level'Violates or fails to enforce the tenets of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and the College's Code of Professional Conduct.</p> |

A rubric is used to assess the teacher's ability to adhere to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession.

Human Development & Learning

EXPECTATION: Drawing upon well-established human development/learning theories and concepts and a variety of information about students, the pre-professional teacher plans instructional activities.

**Instructional Design and Lesson – Skill
FL-FEAP-2010.2.a.1.c., 2.a.3.g.**

Human Development & Learning Rubric

| Advanced (3 pts) | Proficient (2 pts) | Developing (1 pt) | Unacceptable |
|--|---|---|--|
| <p>Beyond required indicators at the Proficient Level, indicators may include: 1) Regularly addresses individual student learning needs within a large ensemble setting.</p> | <p>Candidate draws upon well established human development and learning theories and specific knowledge about her/his students in planning for instruction.</p> <p>Indicators <u>must</u> include:</p> <p>1) Recognizes patterns of physical, social, emotional, and intellectual development in students, including students with special needs; 2) Varies instructional strategies and learning activities to accommodate different student developmental levels and learning needs; 3) Shows a willingness and commitment to accommodate different developmental levels and learning needs.</p> <p>Indicators <u>may</u> include: Develops short and long term personal and professional goals relating to human development and learning.</p> | <p>Indicators <u>may</u> include:</p> <p>Candidate is beginning to acquire specific knowledge about her/his students; Candidate can describe patterns of physical, social, emotional, and intellectual development in students; Candidate attempts to modify planning and instruction to accommodate individual students' needs; Candidate demonstrates some, but not all of the "must include" indicators at the Proficient level; Candidate is beginning to seek ways to accommodate different developmental levels and learning needs.</p> | <p>Indicators: Failure to demonstrate any of the "may include" indicators at the developing level or "must include" indicators at the "proficient" level. Ignores different developmental levels and learning needs.</p> |

A rubric is used to assess the teacher’s ability to design instruction for students to achieve mastery.

Knowledge of Subject Matter

EXPECTATION: The pre-professional teacher has a basic understanding of musical knowledge, skills, habits, and values described in the National and *Sunshine State Music Standards* and *UCF Music Teaching Competencies*. The teacher is beginning to understand the role of music in the human experience. The teacher demonstrates a pre-professional level of understanding of instructional techniques required for music teaching.

Instructional Design and Lesson – Skill
FL-FEAP-2010. 2.a.3.a., 2.a.3.b., 2.a.3.c.

Knowledge of Subject Matter Rubric

| Advanced (3 pts) | Proficient (2 pts) | Developing (1 pt) | Unacceptable |
|---|---|--|---|
| <p>Beyond required indicators at the Proficient Level, indicators may include:</p> <p>1) Teaching students to improvise or compose OR 2) Assisting students in using music technology</p> | <p>Candidate's personal musicianship, knowledge of music, and instructional strategies are effective in helping learners develop musical knowledge, skills, attitudes, and habits;</p> <p>Indicators <u>must</u> include:</p> <p>1) Bases instruction on applicable Florida Sunshine State Standards; 2) Communicates knowledge of subject matter in a manner that enables all students to learn; 3) Demonstrates accurate and expressive musicianship skills (singing, playing, accompanying, conducting, and describing music).</p> | <p>Indicators <u>may</u> include:</p> <p>1) Candidates musical and music teaching knowledge is developing but is not consistently effective in promoting student learning. Candidate demonstrates musicianship skills.</p> | <p>Indicators: Failure to demonstrate any of the "may include" indicators at the developing level or failure to demonstrate one or more of the "must include" indicators at the "proficient" level. Indicator: Unwilling to maintain high academic standards for students or themselves.</p> |

A rubric is used to assess the teacher's ability to identify gaps in students' subject matter knowledge.

Learning Environments

EXPECTATION: The pre-professional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.

**Instructional Design and Lesson – Skill
FL-FEAP-2010.2.a.2.a., 2.a.2.b.**

Learning Environments Rubric

| Advanced (3 pts) | Proficient (2 pts) | Developing (1 pt) | Unacceptable |
|---|--|--|---|
| <p>Beyond required indicators at the Proficient Level, indicators may include:</p> <p>1) Majority of students in a class feel comfortable performing alone OR 2) Students demonstrate a high level of motivation to learn and/or come to music OR 3) Students are highly supportive of one another.</p> | <p>Candidate knows the importance of creating effective learning environments and uses a variety of strategies and techniques to do so.</p> <p>Indicators <u>must</u> include:</p> <p>1) Candidate creates learning environments and uses instructional strategies that attempt to motivate students and reflect research-based best practices; 2) Uses techniques to align student learning needs, instructional settings, and activities; 3) Creates positive and safe learning environments; 4) Identifies emergency procedures for student and campus safety. 5) Candidate believes that instructional methods and learning environments should reflect research-based best practices. 6) Candidates manages behavior well; seeks to reengage disengaged students.</p> | <p>Candidate demonstrates an awareness (albeit inconsistent) of student interests, dispositions, psychological safety and physical safety.</p> | <p>Indicators: Failure to one or more of the "must include" indicators at the "proficient" level. Indicator: Candidate does not value research-based best practices in education.</p> |

A rubric is used to assess the teacher’s ability to deliver engaging and challenging lessons.

Planning

EXPECTATION: The pre-professional teacher plans long-term and daily instruction that reflects 1) students (skills, interests, learning styles, development) 2) an understanding of process, techniques, and how students learn, and 3) comprehensive music learning as described in the Sunshine State Music Standards. Upon reflection, the teacher continuously refines outcome based on student performance.

Instructional Design and Lesson – Skill
FL-FEAP-2010.2.a.1a., 2.a.1.b., 2.a.1.e.

Planning Rubric

| Advanced (3 pts) | Proficient (2 pts) | Developing (1 pt) | Unacceptable |
|--|--|---|---|
| <p>Beyond required indicators at the Proficient Level, indicators may include:</p> <p>1) Addressing multiple Sunshine State Standards or comprehensive musical understanding (beyond performing and reading) OR 2) Developing a curriculum and/or planning document that demonstrates how outcomes will be taught (introduced, practiced, reinforced, and assessed) over time OR 3) Regularly addresses the musical needs of low achieving students (remediation, alternative strategies) and students who need to be challenged (extensions) OR 4) Develops a resource file for use in planning instructional activities 5) Develops short and long term personal and professional goals relating to planning.</p> | <p>When planning for instruction, candidate sets high expectations for all students, draws on appropriate resources, uses assessment data, bases instructional content on applicable K-12 standards, includes adaptations and modifications to meet all students' needs, and plans plans for appropriate learning environments and motivational strategies.</p> <p>Indicators <u>must</u> include:</p> <p>1) Candidates' lesson plans identify student learning outcomes linked to appropriate Florida Sunshine State Standards; 2) Using available resources, candidate plans lessons that utilize a variety of activities to enhance student performance and learning outcomes; 3) Candidate helps students develop concepts through a variety of methods; 4) Planning reflects adaptations and/or modifications to accommodate the needs of all students in diverse classroom settings.</p> <p>Indicators <u>may</u> include: Indicators <u>must</u> include: Candidate values the need for appropriate planning but demonstrates instructional flexibility and an awareness of the "teachable moment."</p> | <p>Indicators <u>may</u> include: an awareness of standards-based instruction; inconsistency in using assessment data to improve instruction.</p> | <p>Indicators: Failure to demonstrate any of the "may include" indicators at the developing level or failure to demonstrate one or more of the "must include" indicators at the "proficient" level. Candidate does not value planning for instruction as evidenced by missing or incomplete lesson plans.</p> |

A rubric is used to assess the teacher's ability to use diagnostic student data to plan lessons.

Role of the Teacher

EXPECTATION: The pre-professional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

**Instructional Design and Lesson – Skill
FL-FEAP-2010.2.a.4.e.**

Role of the Teacher Rubric

| Advanced (3 pts) | Proficient (2 pts) | Developing (1 pt) | Unacceptable |
|--|--|--|---|
| <p>Beyond required indicators at the Proficient Level, indicators may include:</p> <p>1) Working with individuals or small groups of students before or after school in order to enhance learning OR 2) Regularly assisting after school events OR 3) Taking on additional responsibilities (planning a trip, fund raising, organizing an event)</p> | <p>Communicates with and may work cooperatively with families and colleagues to improve the educational experiences at the school.</p> <p>Indicators <u>must</u> include:</p> <p>1) Develops and expands strategies that are effective in fulfilling the role of student advocate; 2) Maintains a positive, collaborative relationship with those involved with a student's learning; 3) Can identify school and community resources and collaborative procedures to meet the intellectual, personal, and social needs of all students; 4) Can describe the overt signs of child abuse, severe emotional distress, and alcohol and drug abuse, and knows to whom such observations should be reported; 5) Is a caring educator, concerned with students' learning and personal well-being; 6) Demonstrates professional commitment; 7) Is punctual and responsible, attends class regularly, completes assignments, demonstrates pride in self and work.</p> | <p>Candidate shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).</p> <p>Inconsistency in demonstrating "must include" indicators</p> | <p>Indicators: Failure to demonstrate one or more of the "must include" indicators at the "proficient" level.</p> |

A rubric is used to assess the teacher's ability to modify instruction to respond to preconceptions or misconceptions.

Technology

EXPECTATION: The pre-professional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

Instructional Design and Lesson – Skill
FL-FEAP-2010.2.a.2.g., 2.a.2.i., 2.a.4.f.

Technology Rubric

| Advanced (3 pts) | Proficient (2 pts) | Developing (1 pt) | Unacceptable |
|---|--|--|---|
| Beyond required indicators at the Proficient Level, indicators may include consistent use of available technology to plan, implement and reflect on music instruction | <p>Candidate uses technology as available at the school site and as appropriate to the learner. Candidate provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. Candidate also uses technology to manage, evaluate, and improve instruction.</p> <p>Indicators <u>must</u> include:</p> <ol style="list-style-type: none"> 1) Uses appropriate/available technology, including software, for tasks such as preparing materials, delivering instruction, assessing student achievement, and managing classroom tasks; 2) Teaches students to use available technology resources. 3) Identifies and models appropriate classroom procedures for the safe and ethical use of the Internet, networks, and other electronic media; 4) Values educational technology as evidenced by use of appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction. <p>Indicators <u>may</u> include:</p> <ol style="list-style-type: none"> 1) Develops short and long-term professional goals related to technology integration. | <p>Indicators <u>may</u> include:</p> <p>Candidate practices engaging use of technology in both instruction and communication; occasional or inconsistent use of technology for improving instruction.</p> | <p>Indicators: Fails to demonstrate one or more of the "must include" indicators at the "proficient" level.</p> |

A rubric is used to assess the teacher’s ability to utilize current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

Teacher Work Sample Rubric

EXPECTATION: The pre-professional teacher has a basic understanding of musical knowledge, skills, habits, and values described in the National and *Next Generation Sunshine State Music Standards* and *UCF Music Teaching Competencies*. The teacher is beginning to understand the role of music in the human experience. The teacher demonstrates a pre-professional level of understanding of instructional techniques required for music teaching through a summative work sample given to one of their classes during their final Internship II experience. The pre-professional teacher will create and administer a pre-test, five-six unit lessons, and a post-test. The pre-professional teacher will then summarize and reflect on student results of their summative assessment.

Teacher Work Sample Rubric

| Advanced (3 pts) | Proficient (2 pts) | Developing (1 pt) | Unacceptable |
|---|---|---|---|
| <p>Beyond required indicators at the Proficient Level, indicators may include:</p> <p>1) Teaching students to improvise or compose</p> <p>OR</p> <p>2) Assisting students in using music technology</p> | <p>Candidate's personal musicianship, knowledge of music, and instructional strategies are effective in helping learners develop musical knowledge, skills, attitudes, and habits.</p> <p>Indicators <u>must</u> include:</p> <p>1) Bases instruction on applicable Florida Next Generation Sunshine State Standards;</p> <p>2) Communicates knowledge of subject matter in a manner that enables all students to learn;</p> <p>3) Demonstrates consistent, accurate, and expressive musicianship skills (singing, playing, accompanying, conducting, and describing music).</p> <p>4) Student post-test results display increased knowledge of subject matter from pre-test.</p> | <p>Indicators <u>may</u> include:</p> <p>1) Candidates musical and music teaching knowledge is developing but is not consistently effective in promoting student learning;</p> <p>2) Demonstrates musicianship skills but is not consistent;</p> <p>3) Student post-test results display increased knowledge of subject matter from pre-test.</p> | <p>Indicators: Failure to demonstrate any of the "may include" indicators at the developing level or failure to demonstrate one or more of the "must include" indicators at the "proficient" level.</p> <p>Indicator: Unwilling to maintain high academic standards for students or themselves.</p> |

A rubric is used to assess the summative teacher work sample project.