Assessment of progress and projection of future performance are based on all the evidence assembled throughout the student teaching experience. The purpose of assessment is to assist the student teacher in identifying the next steps of professional development. Assessment is process-oriented; collaborative, continuous and comprehensive. Evaluation, on the other hand, is product-oriented; an objective judgment by an outside source.

As a final result of the ongoing assessment process, the cooperating teacher will provide further feedback to the student teacher at the end of the student teaching experience by completing an evaluation form. The University supervisor will also complete an evaluation form and assign a final grade for the semester. The assignment of a grade to the student teacher is a difficult task and is primarily the responsibility of the University supervisor. It is important that the University supervisor remember that the student teacher is not a “finished product”. The grade should therefore not only reflect the professional development observed during the experience but also represent a prediction of future success as a music educator.

The University supervisor will attempt to use all materials at his/her disposal to arrive at a final grade that fairly represents the student teacher’s performance and potential. The cooperating teacher’s final evaluation form will serve as a crucial source of information for the University supervisor’s assessment, but will not serve as the only source. The grade of A, A-, B+, B, B-, C, D, or F may be assigned. A grade of D or lower disqualifies the student from certification by the Commonwealth of Pennsylvania. In practical terms, a D denotes failure of the student teaching experience. The final grade should have some correlation to the scores indicated on the PMTE Final Reports completed by both the cooperating teacher and the University supervisor.

Communication between the cooperating teacher and the University supervisor is vital to the final evaluation and grading of the student teacher. During the final supervisory visit, the cooperating teacher and the supervisor should discuss the final assessment. The University supervisor will then consider all evaluations when deciding on a final grade. The cooperating teacher and supervisor will then submit the final evaluation forms, including the University supervisor’s recommendation of a final grade, to the Program Coordinator who makes the final determination.

Communication with the student teacher is also an important factor of the final evaluation. If assessment has been ongoing throughout the experience, the student
should already be aware of your judgments. The cooperating teacher and supervisor should share feedback from their final evaluation forms as soon as they have been completed, and the University supervisor should report the final grade as soon as it has been determined. However, the possible final grade should NOT be discussed with the student teacher. If the student teacher wishes to know his/her final grade before it is posted, s/he should consult with the Program Coordinator.

The Mid-Experience Report

The following report is to be completed by the cooperating teacher(s), student teacher, and University supervisor (if possible) around the middle of the student teacher’s experience in any given setting. Student teachers who split their time equally between emphases (8-week placements) will therefore complete the report once for each placement. The Mid-Experience Report allows all team members the opportunity to assess the progress made thus far as well as to set goals for the final portion of the experience. The student teacher is urged to view the report as a self-assessment.

The criteria in the report are identical to those found in the STUDENT TEACHING EVALUATION to be completed at the conclusion of the student teaching experience. Unlike the final evaluation, (submitted to the student’s University placement file and subsequently read by prospective employers), the completed Mid-Experience Report will only be read by the University Supervisor and, if appropriate, other music education faculty members. Feel free to make comments in the margins and use an informal writing style.

All forms can be found at http://www.music.psu.edu/musiced/student_teaching.html
We strongly suggest the following format:

1. Cooperating teacher and student teacher complete the form individually one week prior to the mid-point. The University supervisor will complete a mid-evaluation at mid-semester.

2. Student teacher and cooperating teacher meet together the following week to discuss their ratings and set a joint course of action for the remainder of the student teaching experience. Consensus is not required but heartily encouraged.

3. The student teacher and University supervisor will meet together to discuss the supervisor’s mid-evaluation. If the cooperating teacher can be present for this meeting, it would be beneficial.

4. All team members submit their individual forms to the Program Coordinator following the joint conference.

Return a copy of ALL completed reports to:

Norene C. Ferris
Program Coordinator
Partnership for Music Teacher Excellence
249 Music Building I
University Park, PA 16802-1901
The Student Teacher Final Evaluation

At the conclusion of the semester, the cooperating teacher and supervisor are asked to make a final evaluation of the student teacher. This evaluation should provide the student teacher with constructive criticism which may be useful for beginning his/her professional career.

The final evaluation involves the completion of a form which eventually is sent to the University Career Planning and Placement Office. This form consists of seven areas of performance and additional comments. It is necessary to be truthful but not unduly hinder the student teacher’s chances for the best position for which he/she is qualified. This task is especially difficult because it deals with the student teacher’s potential, and may therefore be a prediction of his/her success. It must be remembered that student teaching provides only a foundation for future growth.

The following suggestions may be used as a guide for the cooperating teacher and supervisor in writing comments in the last section.

- Describe briefly the setting of the assignment--grade, subject, or any other unusual facts which greatly affected the work of the student teacher.

- Give both strengths and weaknesses, being careful not to overdo either.

- Be careful to avoid blunt statements in presenting the weaknesses of the student.

- Give your honest judgment of the student teacher now and a reasonable prediction of his/her probable future development.

- Identify the type of situation in which you think the student teacher is most likely to succeed.

- Recall the student teacher's most outstanding achievement and try to make brief reference to it.

- Make sure your comments correspond to the criteria in the "Student Teaching Evaluation" form.

The following open-ended statements (Sandefur & Hinely, 1966) may prove helpful:

- The learning activities that this student teacher seemed to direct most effectively were ...

- The pupils' response to this student teacher was ...

- The student teacher's ability to maintain effective classroom behavior was ...

- This student teacher was particularly strong in his/her ability to ...
- This student teacher could improve by strengthening competence in ...

- Some activities this student teacher participated in other than student teaching were ...

- This student teacher’s ability to work effectively with the professional staff was ...

The following global scale from the same source may offer additional help:

- (Student teacher) still falls short of being ready to take on a regular teaching position; needs further improvement before I could honestly predict his/her success in the teaching profession.

- (Student teacher) is making progress and shows promise; for his/her own good, however, it would probably be best if in his/her first position he/she could continue to receive close supervision and support for a while longer.

- (Student teacher) has done a reasonably good job, and I feel he/she is now competent to handle a classroom of his/her own satisfactorily.

- (Student teacher) has done a very good job. I am convinced he/she will be an asset to whatever school system may hire him/her; he/she may even become outstanding in time.

- (Student teacher) has done an unusually good job; with a little more opportunity for professional growth which will come from having a job on his/her own, he/she is almost certain to become an outstanding teacher.

- (Student teacher) has done such an outstanding job that I believe right now he/she could step into any school and be considered an outstanding teacher.

The final evaluation can be found at [http://www.music.psu.edu/musiced/student_teaching.html](http://www.music.psu.edu/musiced/student_teaching.html)
Seminar Assignments for e-portfolios

First Seminar Bring:
- Resume information
- Philosophy/Vision Statement
- Part of this seminar will be spent in a computer lab.

Second Seminar:
- Management plan developed
- At least two 1 or 2 minute segments of video clips
- Final organization of Portfolio should be determined by this time
- Table of Contents identifying ALL sections-----you should have collected evidence for at least 75% of the categories

Third Seminar:
- Evidence in ALL categories
- You should have ample evidence of STUDENT work---examples of completed assignments, student performances, written work samples
- Select evidence which compares work early in a Unit to final work

Fourth Seminar:
- Bring your completed e-portfolio to share with your colleagues and the Music Education Faculty.

EVALUATION:

Your portfolio will be reviewed by some members of the Music Education faculty and your peers. The rubric for final evaluation is attached. Your Professionalism grade will include portfolio grade, attendance, weekly journals and participation in the seminars.