

CAL POLY HUMBOLDT

School of Education, Secondary Education Credential Program

Subject Specific Pedagogy Fieldwork Assessment *MUSIC*

Candidate Name:

Date:

Supervisor Name:

Class/Grade:

Mentor Name:

School:

Directions: The Student Teacher (ST), Mentor Teacher (MT), and University Supervisor (US) shall conduct a three-way meeting to evaluate student teacher performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach a consensus of their recommendation below. If a criterion is unobserved by the supervisor, they may ask for examples of its occurrence from the mentor teacher and the student teacher. *NOTE: For the **Fall Mid-Semester**, ST's should be evaluated in how they **assist** the MT in modeling these TPEs.*

Performance Criteria: Ratings are for performance as **student teachers**. Include areas of strength/growth in the space provided. Evaluate TPEs observed on the following scale: 4 = Distinguished; 3 = Proficient; 2 = Basic; 1 = Unsatisfactory

California Teaching Performance Expectations (TPE) Part II: Teaching Music	ST	MT	US
<p>Music Narrative</p> <p><i>(US write a narrative here [site specific examples when appropriate] and rate the ST on the following scale: 4=Distinguished; 3=Proficient; 2=Basic; 1=Unsatisfactory)</i></p>			

Candidates will be able to:

- Demonstrate the ability to teach the state-adopted standards in music and applicable English Language Development Standards; model highly developed aural musicianship and aural analysis skills; teach music theory and analysis, including

transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences; and can teach students to read and notate music, compose, improvise, understand the techniques of orchestration, and have facility in transposition.

- Model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills and use effective conducting techniques and teach students to sight-sing, sight-read, improvise, compose, and arrange music.
- Use wide knowledge of Western and non-Western works in their instruction and help students understand the roles of musicians, composers, technology, and general instruments in diverse cultures, contexts, and contemporary and historical periods, and identify contributions of diverse cultural, ethnic, and gender groups and well-known musicians in the development of musical genres.
- Instruct students in voice, keyboard, woodwinds, brass, strings, guitar, and percussion; use a variety of instrumental, choral, and ensemble rehearsal techniques and employ an understanding of developmental stages of learning in relation to music instruction.
- Enable students to understand aesthetic valuing in music and teach them to respond to, analyze, and critique performances and works of music, including their own.
- Teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts, domain-specific text, and graphic/media representations presented in diverse formats teach students to write argumentative and expository texts in music through literal text and create musical compositions or select a collection of music that expresses views, positions, or facts.
- Teach the connections and relationships between music and the other arts as well as between music and other academic disciplines.
- Inform students of career and lifelong learning opportunities available in the field of music, media, and entertainment industries.
- Use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music.
- Instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes.
- Use various strategies for sequencing, planning, and assessing music learning in general music and ensemble classes, including portfolio, video recording, audio recording, adjudication forms, and rubrics.
- Provide students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool.
- Raise students' awareness of ethical responsibilities and safety issues when sharing musical compositions and other materials through the Internet and other communication formats and demonstrate and teach an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to composing music.
- Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.
- Assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

_____ The candidate is qualified to continue in the program.

_____ The candidate is allowed to continue in the program under a PIP addressing areas of concern.

_____ The candidate is **not** qualified to continue in the program (see attached explanation).

Student Teacher

Mentor Teacher

University Supervisor