

Criteria	Needs Improvement	Emerging	Target
STANDARD 1: Student Interactions CF=Learner, Diversity	Pre-service teacher uses only one instructional strategy, does not work with adequately with special needs students and does not provide individualized or diverse instruction. (Scores of mostly 1 and some 2 on STOF)	Pre-service teacher attempts various instructional strategies, attempts to work with special needs students and attempts to address diverse groups of students through individualized contact. (Scores of mostly 2 and some 3-4 on STOF)	Pre-service teacher provides varied instructional strategies that provide individualized contact with students. Pre service teacher works well with special needs students and address topics of multiculturalism and diversity (Scores of mostly 3 and some 4-5 on STOF)
STANDARD 2- Content Knowledge CF=Content, Learner, Pedagogy, Technology	Pre-service teacher does not demonstrate knowledge of musical concepts, vocal or instrumental techniques and does not include appropriate musical materials. (Scores of mostly 1 and some 2 on STOF)	Pre-service teacher demonstrates some knowledge of musical concepts and/or vocal and instrumental techniques and uses some musical materials appropriately. (Scores of mostly 2 and some 3-4 on STOF)	Pre- service teacher demonstrates knowledge of musical concepts and techniques appropriate to vocal or instrumental classrooms. Pre-service teacher uses musical materials appropriately and expands student knowledge. (Scores of mostly 3 and some 4-5 on STOF)
STANDARD 2- Pedagogy CF=Learner, Pedagogy, Diversity	Pre- service teacher does not encourage high order thinking in students and does not communicate information effectively. Pre- service teacher does not work well with individuals and does not motivate students. (Scores of mostly 1 and some 2 on STOF)	Pre-service teacher exhibits some instructional techniques that lead to higher order thinking and individualized instruction. Pre-service teacher needs improvement in communication and motivation skills. (Scores of mostly 2 and some 3-4 on STOF)	Pre- service teacher uses a variety of instructional techniques that lead to higher order thinking and individualized instruction. Pre-service teacher communicates well and designates strategies that lead to student motivation. (Scores of mostly 3 and some 4-5 on STOF)
STANDARD 3-Student Development CF=Learner, Pedagogy, Reflection, Diversity	Pre- service teacher shows no understanding of how students learn and develop. Pre-service teacher assigns tasks that are inappropriate for cognitive, linguistic, musical or emotional development. (Scores of mostly 1 and some 2 on STOF)	Pre- service teacher shows limited understanding of how students learn and develop. Pre-service teacher assigns tasks that may be inappropriate for one or more developmental level or addresses only one developmental level (Scores of mostly 2 and some 3-4 on STOF)	Pre- service teacher shows understanding of how students learn and develop. Pre-service teacher assigns appropriate tasks for cognitive, linguistic, musical and emotional development. (Scores of mostly 3 and some 4-5 on STOF)
STANDARD 4-Classroom Management CF=Learner, Technology, Diversity	Pre- service teacher does not recognize, prevent or address disruptive behavior. Tools including technology, behavior assessment and lesson planning are not utilized effectively in classroom management. (Scores of mostly 1 and some 2 on STOF)	Pre- service teacher may recognize disruptive behavior, but does not prevent or address it appropriately. Tools including technology, behavior assessment and lesson planning may not be utilized effectively in classroom management. (Scores of mostly 2 and some 3-4 on STOF)	Pre-service teacher recognizes, prevents and addresses disruptive behavior. Tools including technology, behavior assessment and lesson planning are effectively used in a variety of ways to manage the classroom. (Scores of mostly 3 and some 4-5 on STOF)
STANDARD 5- Assessment CF=Learner, Pedagogy, Reflection	Pre-service teacher does not attempt assessment of student learning or present feedback based upon individual assessment. (Scores of mostly 1 and some 2 on STOF)	Pre-service teacher attempts assessment of student learning and attempts to give feedback that leads to individual success. (Scores of mostly 2 and some 3-4 on STOF)	Pre-service teacher regularly uses a variety of assessment tools to analyze student learning and gives adequate feedback to encourage student success and motivation. (Scores of mostly 3 and some 4-5 on STOF)
STANDARD 6-Collegiality CF=Reflection, Disposition	Pre-service teacher does not demonstrate positive interaction with co-operating teacher, other faculty and staff or other members of the educational community. (Scores of mostly 1 and some 2 on STOF)	Pre- service teacher demonstrates some willingness to develop positive relationships with co-operating teacher, other faculty and staff and other members of the educational community. (Scores of mostly 2 and some 3-4 on STOF)	Pre- service teacher demonstrates positive interaction with co-operating teacher, other faculty and staff and other members of the educational community. (Scores of mostly 3 and some 4-5 on STOF)
STANDARD 7-Continuing Education CF=Content, Learner, Pedagogy, Technology	Pre-service teacher does not maintain up-to-date knowledge in either subject matter content and educational pedagogy. (Scores of mostly 1 and some 2 on STOF)	Pre-service teacher maintains some up-to-date knowledge in either subject matter content and/or educational pedagogy. (Scores of mostly 2 and some 3-4 on STOF)	Pre- service teacher maintains up-to-date knowledge of both subject matter content and educational pedagogical practice. (Scores of mostly 3 and some 4-5 on STOF)
STANDARD 8-Professional	Pre-service teacher does not	Pre-service teacher models some	Pre-service teacher models

Disposition CF=Learner, Disposition	adhere to professional standards of conduct with students, teachers or staff members. (Scores of mostly 1 and some 2 on STOF)	appropriate behavior with students, teachers or staff members. (Scores of mostly 2 and some 3-4 on STOF)	appropriate and professional conduct in relationships with students, teachers and staff members. (Scores of mostly 3 and some 4-5 on STOF)
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Student Teaching Rubric-Based Upon Student Teacher Observation Form (STOF) administered at the conclusion of each student teaching placement.