

**Final Education Internship Evaluation Rubric Summary**  
**NEWBERRY COLLEGE EDUCATION DEPARTMENT**  
**MUSIC EDUCATION: 2007-2009 (3)**

**RUBRIC SCALE: 1-Beginning 2-Developing 3-Proficient 4-Excellent**

<b>PLANNING-PERFORMANCE DOMAIN 1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
1. Develops learning objectives which are appropriate for the subject and grade level, and are connected appropriately to the standards.				3	4.00
2. Plans appropriate and logically sequenced instructional strategies.			2	1	3.33
3. Plans for differences in individual needs, abilities, and interests.			2	1	3.33
4. Plans for appropriate assessment, analysis of results, and maintenance of records.			2	1	3.33
5. Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity*.				3	4.00
<b>INSTRUCTION-PERFORMANCE DOMAIN 2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
6. Implements instruction for students using knowledge of content and appropriate standards.				3	4.00
7. Provides learning experiences that allow students to form connections between the specific subject area and other disciplines.				3	4.00
8. Assists students in connecting subject matter to everyday life.			1	2	3.67
9. Uses instructional judgment in implementation of lessons.			3		3.00
10. Uses a variety of instructional strategies to actively engage all students.			1	2	3.67
11. Integrates technology appropriately into teaching and learning.			1	2	3.67
12. Provides learning experiences which encourage critical thinking, problem solving, informed decision-making, and/or creativity.			1	2	3.67
13. Uses a variety of assessments to demonstrate student learning and to modify instruction as needed.			1	2	3.67
14. Uses appropriate voice tone and inflection to deliver instruction effectively.			2	1	3.33
<b>ENVIRONMENT-PERFORMANCE DOMAIN 3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
15. Promotes positive, collaborative peer interactions.			1	2	3.67
16. Creates and maintains a positive and safe classroom environment conducive for learning.			1	2	3.67
17. Demonstrates confidence and poise when managing the classroom environment.			1	2	3.67
18. Establishes and maintains effective rules, procedures, and routines.			2	1	3.33
19. Provides for smooth transitions between activities and implements introductions and closures in lessons.			1	2	3.67
<b>PROFESSIONALISM-PERFORMANCE DOMAIN 4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
20. Demonstrates oral, written, and/or nonverbal communication consistent with the expectations of a college graduate.				3	4.00
21. Creates a positive rapport with students, parents, colleagues, administrators, and supervisors.				3	4.00
22. Presents self in a professional manner in terms of appearance, attitude, attire, and conduct.				3	4.00
23. Is receptive to constructive criticism from mentor teacher, supervisor, and administrators and incorporates feedback.			1	2	3.67
24. Discusses lesson plans with the mentor teacher well in advance of the lesson and integrates feedback as appropriate.			1	2	3.67
25. Is prepared to teach each day.			2	1	3.33
26. Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity in			1	2	3.67
27. Uses self-reflection to evaluate instruction.			1	2	3.67
<b>CONTENT-ADDITIONAL MUSIC EDUCATION OUTCOMES</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
28. Uses score analysis as the basis of musical instruction and formulation of learning goals.				3	4.00
29. Uses effective conducting and musical leadership in classroom instruction and ensemble performance.			2	1	3.33
30. Shows evidence of fostering/promoting a musical and aesthetic experience in students.			1	2	3.67
31. Pedagogically addresses the characteristics of individual instruments and/or vocal parts.			1	2	3.67
32. Uses classroom accompanying skills (piano, guitar, or Orff instruments)			1	2	3.67
33. Provides opportunities for students to sing and/or play, alone and with others, a varied repertoire of music.				3	4.00
34. Provides opportunities for students to improvise, compose, and/or arrange music within specific guidelines.			1	2	3.67
35. Provides opportunities for students to read and notate music.				3	4.00
36. Provides opportunities for students to listen to, analyze describe, and evaluate music and music performances.			2	1	3.33
<b>TOTALS</b>			<b>27%</b>	<b>73%</b>	<b>3.64</b>