

University Supervisor completes with final assessment; Teacher Candidate stores in binder and submits to University Supervisor via Taskstream at the end of the experience.

Please download the needed rubric from the PLNU Clinical Practice website at www.plnusoe.com.

Music Competency Assessment

Teacher Candidate:

University Supervisor/CT:

Date:

Clinical Practice Phase I

Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed/Comments</i>
<i>1. Standards</i>	Demonstrates the ability to teach the state- adopted standards in music and applicable English Language Development Standards.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>2. Aural Skills</i>	Models highly developed aural musicianship and aural analysis skills.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

						Initial: Date:
<i>3. Theory & Analysis</i>	Teaches music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences).	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>4. Reading and Working with Music</i>	Teaches students to read and notate music, compose, improvise, understand the techniques of orchestration, and have facility in transposition.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>5. Vocal or Instrumental Performance</i>	Models expressive and skillful performance by voice or on a primary instrument.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>6. Keyboard Skills</i>	Proficient in keyboard skills.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>7. Conducting Techniques</i>	Uses effective conducting techniques and teaches students to sight sing, sight read, improvise, compose, and arrange music.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>8. Western & Non-Western Works</i>	Uses wide knowledge of Western and non-Western works in instruction.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>9. Roles & Contributions of Musicians</i>	Helps students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods; identifies contributions of diverse cultural, ethnic, and gender groups and well-known musicians in the development of musical genres.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>10. Instruction</i>	Instructs students in voice, keyboard, woodwinds, brass, strings, guitar, and percussion.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>11. Variety & Developmental States</i>	Uses a variety of instrumental, choral and ensemble rehearsal techniques and employs an understanding of developmental stages of learning in relation to music instruction.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>12. Response, Analysis, & Criticism</i>	Enables students to understand aesthetic valuing in music and teaches them to respond to, analyze, and critique performances and works of music, including their own.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>13. Working with Text</i>	Teaches 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.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>14. Writing</i>	Teaches 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.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>15. Connections and Relationships</i>	Teaches the connections and relationships between music and the other arts as well as between music and other academic disciplines.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>16. Opportunities</i>	Informs students of career and lifelong learning opportunities available in the field of music, including media and entertainment industries.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>17. Variety of Approaches</i>	Uses a variety of learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>18. Repertoire & Literature</i>	Instructs using a broad range of repertoire and literature and evaluates those materials for specific educational purposes.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>19. Sequencing, Planning, & Assessing</i>	Uses various strategies for sequencing, planning, and assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms, and rubrics.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>20. Technology</i>	Provides students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool; raises students' awareness of ethical responsibilities and safety issues when sharing musical compositions and other materials through the Internet and other communication formats; teaches an awareness of practices, issues, and ethics of appropriation, fair use,	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

	copyright, open source, and Creative Commons as they apply to composing music; and provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.					Initial: Date:
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This Teacher Candidate has completed all competencies for Music.

University Supervisor or Mentor teacher Signature: _____ Date: _____