Music Education Rubric
Student Teaching Part II

CEC Standard	Exceeds - 4	Acceptable-High – 3	Acceptable-Low – 2	Unacceptable - 1
1. Has formulated a philosophical foundation for music education and its role in developing a comprehensive school music curriculum.	Consistently uses philosophical rationale to develop a comprehensive music curriculum.	Frequently uses philosophical rationale to develop a comprehensive music curriculum.	Usually uses philosophical rationale to develop a comprehensive music curriculum.	Seldom or never, uses philosophical rationale to develop a comprehensive music curriculum.
2. Utilizes diverse methods of presentation effectively at all levels of music instruction.	Consistently utilizes diverse methods of presentation effectively at all levels of music instruction.	Frequently utilizes diverse methods of presentation effectively at all levels of music instruction.	Usually utilizes diverse methods of presentation effectively at all levels of music instruction.	Seldom or never, utilizes diverse methods of presentation effectively at all levels of music instruction.
3. Demonstrates the ability to differentiate between maintaining appropriate control in the classroom but not domination of classroom activities.	Consistently maintains appropriate control in the classroom.	Frequently maintains appropriate control in the classroom.	Usually maintains appropriate control in the classroom.	Seldom or never, maintains appropriate control in the classroom.
4. Demonstrates competency in musicianship.	Consistently demonstrates competency in musicianship.	Frequently demonstrates competency in musicianship.	Usually demonstrates competency in musicianship.	Seldom or never, demonstrates competency in musicianship.
5. Demonstrates knowledge of the singing voice.	Consistently demonstrates knowledge of the singing voice.	Frequently demonstrates knowledge of the singing voice.	Usually demonstrates knowledge of the singing voice.	Seldom or never, demonstrates knowledge of the singing voice.
6. Demonstrates knowledge of woodwind, brass, string and percussion instruments.	Consistently demonstrates performance knowledge of all instrument families.	Frequently demonstrates performance knowledge of all instrument families.	Usually demonstrates performance knowledge of all instrument families.	Seldom demonstrates performance knowledge of all instrument families.
7. Demonstrates knowledge of music history and literature in class, rehearsal and lessons.	Consistently demonstrates knowledge of music history and literature.	Frequently demonstrates knowledge of music history and literature.	Usually demonstrates knowledge of music history and literature.	Seldom or never, demonstrates knowledge of music history and literature.
8. Demonstrates knowledge of music theory in class, rehearsal and lessons.	Consistently demonstrates knowledge of music theory.	Frequently demonstrates knowledge of music theory.	Usually demonstrates knowledge of music theory.	Seldom or never, demonstrates knowledge of music theory.
9. Demonstrates effective rehearsal techniques in working with choral and instrumental ensembles.	Consistently demonstrates effective rehearsal techniques in working with choral and instrumental ensembles.	Frequently demonstrates effective rehearsal techniques in working with choral and instrumental ensembles.	Usually demonstrates effective rehearsal techniques in working with choral and instrumental ensembles.	Seldom or never, demonstrates effective rehearsal techniques in working with choral and instrumental ensembles.
10. Demonstrates effective conducting techniques with choral and instrumental ensembles.	Consistently demonstrates effective conducting techniques with choral and instrumental ensembles.	Frequently demonstrates effective conducting techniques with choral and instrumental ensembles.	Usually demonstrates effective conducting techniques with choral and instrumental ensembles.	Seldom or never, demonstrates effective conducting techniques with choral and instrumental ensembles.
11. Uses the singing voice effectively in all levels of music instruction.	Consistently uses the singing voice effectively.	Frequently uses the singing voice effectively.	Usually uses the singing voice effectively.	Seldom or never, uses the singing voice effectively.
12. Provides appropriate music accompaniments (e.g. piano, guitar) in classes and ensembles.	Consistently provides appropriate music accompaniments in classes and ensembles.	Frequently provides appropriate music accompaniments in classes and ensembles.	Usually provides appropriate music accompaniments in classes and ensembles.	Seldom or never, provides appropriate music accompaniments in classes and ensembles.
13. Utilizes performance ability in instructional situations.	Consistently uses performance ability in instructional situations.	Frequently uses performance ability in instructional situations.	Usually uses performance ability in instructional situations.	Seldom or never, uses performance ability in instructional situations.
14. Creates and notates music exercises and arrangements for music classes and ensembles.	Consistently notates music exercises and arrangements for music learners.	Frequently notates music exercises and arrangements for music learners.	Usually notates music exercises and arrangements for music learners.	Seldom or never, notates music exercises and arrangements for music learners.
15. Conveys stylistic characteristics of music to students.	Consistently conveys stylistic characteristics of music to students.	Frequently conveys stylistic characteristics of music to students.	Usually conveys stylistic characteristics of music to students.	Seldom or never, conveys stylistic characteristics of music to students.
16. Conveys the expressive qualities of music to students.	Consistently conveys the expressive qualities of music to students..	Frequently conveys the expressive qualities of music to students..	Usually conveys the expressive qualities of music to students..	Seldom conveys the expressive qualities of music to students..
17. Demonstrates appropriate professional interest, motivation, and commitment.	Consistently demonstrates appropriate professional interest, motivation, and commitment.	Frequently demonstrates appropriate professional interest, motivation, and commitment.	Usually demonstrates appropriate professional interest, motivation, and commitment.	Seldom demonstrates appropriate professional interest, motivation, and commitment.
18. Demonstrates timely presence and preparation in fulfilling professional duties.	Consistently is timely in fulfilling professional duties.	Frequently is timely in fulfilling professional duties.	Usually is timely in fulfilling professional duties.	Seldom or never, is timely in fulfilling professional duties.
19. Demonstrates appropriate personal characteristics during interactions with students and teachers.	Consistently demonstrates appropriate personal characteristics during interactions with students and teachers.	Frequently demonstrates appropriate personal characteristics during interactions with students and teachers	Usually demonstrates appropriate personal characteristics during interactions with students and teachers	Seldom or never, demonstrates appropriate personal characteristics during interactions with students and teachers
20. Demonstrates knowledge of the professional role of administration and public relations as related to the school music curriculum.	Consistently demonstrates knowledge of the role of administration as related to the school music curriculum.	Frequently demonstrates knowledge of the role of administration as related to the school music curriculum.	Usually demonstrates knowledge of the role of administration as related to the school music curriculum.	Seldom or never, demonstrates knowledge of the role of administration as related to the school music curriculum.