

Slippery Rock University Music Education

Benchmark Handbook



**Effective for students entering the
Bachelor of Music in Music Education program
Fall 2026/Spring 2027**

Revised Fall 2026

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Introduction

Dear 2026–2027 Music Education Majors,

Welcome to the Music Education program at Slippery Rock University! This handbook is your guide through every stage of your degree—from your first semester to graduation. Please read it carefully, note important deadlines, and keep it handy throughout your journey.

If questions come up, connect with the Music Education faculty. We're here to make sure you get accurate information, clear guidance, and support whenever you need it.

Inside, you'll find:

- **Program pathways** – including the standard course sequence and lighter-load options to help balance ensembles, minors, work, family responsibilities, or personal wellness.
- **Benchmarks and reviews** – outlining your growth from observer to pre-service teacher, with regular evaluations of your skills, knowledge, and professional dispositions.
- **Professional expectations** – high standards in musicianship, ethics, organization, communication, and presentation that are essential for a successful career.
- **Connection to the Music Department Handbook** – where you'll find requirements for all music majors (concert attendance, ensembles, piano proficiency, skills proficiency, musicianship health competencies). Changes may occur due to updates from PDE, the College of Education, or our accrediting bodies.

Our program has a long tradition of preparing excellent music educators who leave SRU ready to inspire future generations. We set high expectations because we want you to graduate not only employable but confident, capable, and excited about your career.

We're proud to welcome you into this community and look forward to seeing you grow as a musician, teacher, and leader.

Sincerely,



Dr. Timothy Little Trần
Music Education Program Coordinator
Associate Professor of Music

Dr. Cassandra Eisenreich	Early Childhood/Elementary
Dr. Timothy Little Trần	Vocal/Choral
Dr. Cindy Candelaria	Vocal/Choral
Dr. Jack Hontz	Instrumental
Dr. David Glover	Instrumental
Prof. Tim Daniels	Instrumental



sru.edu/MusicEducation

Program Outcomes

Revised Spring 2026

- **PO1: Musical Analysis and Interpretation:** Students will analyze and interpret structural, theoretical, and historical elements of music both visually and aurally, applying this knowledge in instructional and performance contexts.
- **PO2: Performance Proficiency:** Students will perform on their primary instrument or voice with technical mastery, artistic expression, and stylistic awareness across a range of genres and historical periods.
- **PO3: Collaborative Musicianship:** Students will contribute effectively in ensemble settings, demonstrating balance, blend, intonation, and musical expression to achieve shared artistic goals.
- **PO4: Creative Musicianship:** Students will arrange, compose, improvise, and adapt music for diverse learners, using knowledge of theory, style, and instrumental/vocal characteristics.
- **PO5: Pedagogical and Diagnostic Skills:** Students will demonstrate functional performance skills on voice, piano, guitar, and secondary instruments, and apply pedagogical methods to identify strengths, address weaknesses, and improve student performance across PreK–12 settings.
- **PO6: Technology Integration:** Students will use current technologies to support composition, performance, analysis, teaching, assessment, and program administration.
- **PO7: Professional Development and Advocacy:** Students will exhibit professional attributes and leadership in the music classroom, including program building, advocacy for music education, and reflective practice as teacher-musicians.
- **PO8: Cultural and Historical Literacy:** Students will demonstrate an understanding of music from diverse historical periods and cultures and integrate this knowledge into repertoire selection and teaching practices.
- **PO9: Conducting and Rehearsal Techniques:** Students will analyze scores and apply conducting and rehearsal strategies to effectively lead vocal and instrumental ensembles.
- **PO10: Assessment and Instructional Design:** Students will design, implement, and assess instruction using state and national standards, developmentally appropriate strategies, and accommodations for diverse learners.
- **PO11: Classroom Management and Learning Environment:** Students will create positive, inclusive, and culturally responsive learning environments using effective management strategies, motivational techniques, and social–emotional awareness.

Benchmark Timeline

Year / Semester	Benchmark & Requirement	Key Deadlines / Target Dates
First Year Fall	Benchmark #1: Field Experience Level 1 – Observation • Observations in MUSI 111 (in-class & on-your-own) • Submit Observation Workbook • Obtain professional clearances (Act 151, 34, 114, 24, 126, TB)	☐ Observation reports due by end of fall semester (see syllabus for exact dates) ☐ Obtain clearances needed
First Year Spring	Benchmark #2: First-Year Review • Self-evaluation, progress sheet, interview with music ed faculty • GPA ≥ 3.0 • Completion of Field Experience I (grade C or higher in MUSI 111) • Interview and discussion with faculty	☐ Feb–Apr: Complete First-Year Review (submit all paperwork)
Sophomore Year Fall <i>or</i> Spring	Benchmark #3: Field Experience II: PreK – Exploration • 20 hours with SRU PreK program • Journals and documentation forms • Evaluation from Dr. Eisenreich	☐ Completed during fall or spring ☐ Final paperwork submitted end of assigned semester
Sophomore Year Spring	Benchmark #4: Upper Division Review • Self-evaluation, progress sheet, interview with music ed faculty • Completion of Field Experience Levels 1 & 2 • Faculty dispositions assessment (from Field 2) • GPA ≥ 3.0 • Interview and discussion with faculty	☐ Review Teacher Candidacy requirements before spring registration. ☐ February: Obtain Teacher Candidacy Application for Music Ed ☐ Feb–Apr: Upper Division Review (submit all paperwork)
Junior Year Fall (<i>or</i> Sophomore Spring)	Benchmark #5: Teacher Candidacy Application • Review requirements, download application • Address coursework, GPA, diverse experience, clearances. • Passing Basic Skills (unless exempt/waived)	☐ Oct 15: Submit Teaching Candidacy Application (or Mar 15 of SO-II year) ☐ Choral Methods completed
Junior Year Spring	Benchmark #6: Pre-Registration for Student Teaching • Submit required forms for student teaching placement • Keep clearances current and clean • Update professional resume, disposition forms, academic progress	☐ Pre-Registration to Student Teaching Completed (Intent to Student Teach)
	Benchmark #7: Field Experience III: Elementary • MUSI 353: Field Experience III: Elementary (50 hrs) • Taken with MUSI 335: Early Childhood/Elementary Music Methods • Dispositions assessment completed by university supervisor	☐ Field Experience III competed ☐ Early/Elementary Methods completed
Senior Year Fall	Benchmark #8: Field Experience IV: Secondary • MUSI 339: Field Experience IV (60 hrs) • Taken with MUSI 336: Instrumental Methods	☐ Field Experience IV completed ☐ Instrumental Methods completed
	Benchmark #9: Music Methods Competency Examinations • Assessment of retained skills from Musicianship, Piano, Conducting, and all Methods courses • Evaluated by music education faculty	☐ Oct/Nov: Competencies
Senior Year Spring (or after)	Student Teaching • Two placements: elementary/secondary or instrumental/vocal (based on opposite field experiences) • Final seminar and evaluation	☐ Senior Year (after all coursework completed)

Curriculum

GENERAL EDUCATION

The Rock

MUSI 139	Foundations
ENGL 102	Critical Writing (Teacher Candidacy)
ENGL 104	Critical Reading (Teacher Candidacy)
MATH 117	Quantitative Reasoning (Teacher Candidacy)

Select one of the following:

COMM 200: Civil Discourse: Theory & Practice
PHIL 110: Ethics and Civil Discourse
POLI 235: Civil Discourse and Democracy

Humanities

Select one of the following:

ENGL 180: Society on the Screen
GNDR 180: Gender and Social Justice
HIST 180: Spotlight on the Past
MODL 180: Introduction to World Cultures
PHIL 180: Philosophical Inquiry

MUSIC EDUCATION CORE

MUSI 111	Intro to Music Education & Field I
MUSI 129	Modern Band & Guitar/Uke Tech
MUSI 203	Musician's Health
MUSI 247	Percussion Techniques
MUSI 304	String Techniques
MUSI 357	Music Education for Diverse Learners
MUSI 334	Choral Methods
MUSI 335	Early Childhood/Elementary Methods
MUSI 336	Instrumental Methods

Select one of the following:

MUSI 300: Marching Band Techniques
MUSI 274: Music Production & Promotion I
MUSI 475: Music Production & Promotion II
MUSI 476: Music Production & Promotion III
THEA 151: Rehearsal and Production
THEA 355: Projects in Theatre

MUSIC ACADEMICS

MUSI 151	Music Theory and Musicking I
MUSI 253	Music Theory and Analysis II
MUSI 254	Music Theory and Analysis III
MUSI 355	Music Theory and Analysis IV
MUSI 154	Musicianship Skills I
MUSI 256	Musicianship Skills II
MUSI 257	Musicianship Skills III
MUSI 378	Musicianship Skills IV

Creative and Aesthetic Inquiry

MUSI XXX	Music Ensembles count for this
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Natural Sciences Inquiry

SCI 101	Science of Life
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Physical Sciences Inquiry

SCI 102	Understanding the Physical World
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Additional Teacher Candidacy Courses

SPED 121	Overview of Special Education
CDEV 248	Human Development and Education
CIEL 326	Teaching Multi Language Learners
SEFE 342	Educational Psychology for Diverse Learners
MATH 113+	Additional math course 113 or higher

Voice Track

MUSI 197	Introduction to Wind Instruments
MUSI 238	Voice Techniques
MUSI 299	Diction for Singers
MUSI 399	Diction for Singers II

Instrumental Track

MUSI 133	Class Voice & Diction
MUSI 245	Brass Techniques
MUSI 374	Woodwind Techniques

All Tracks

MUSI ###	Applied Lessons for 6 semesters
MUSI ###	Ensembles for 6 semesters
MUSI ###	Class Piano/Minor for 4 semesters

MUSI 359	History of Music I
MUSI 373	History of Music II
MUSI 206	Fundamentals of Conducting
MUSI 406	Advanced Conducting

Select one of the following

MUSI 360: Keyboard Improvisation
MUSI 361: Instrumental Improvisation

Benchmark #1 – Field Experience Level 1: Observation

OBJECTIVES: By completing this benchmark, Music Education majors will be able to:

- Make professional connections with school districts and music educators by arranging observation visits.
- Apply Charlotte Danielson's *Domains for Teaching* to classroom observations, citing specific examples in observation reports.

OBSERVATION REQUIREMENTS

1. In-Class Observations (Fridays in MUSI 111)

- Observation format: Pre-recorded or real-time videos of music classes.
- Complete the **observation sheet** in your workbook for each class.
- Participate in class discussion based on Danielson's *Domains for Teaching*.
 1. **One missed Friday** → Make-up observation video provided later in the semester.
 2. **Additional absences** → Complete an in-person observation (≥ 40 min) in a different PreK–12 class than your "On Your Own" observations.
 - o Must occur during the school day.
 - o Verified by **teacher signature, phone number, and email**.
 - o Write your make-up observation report on the workbook page for the missed class day.

2. On-Your-Own Observations

- Complete **two in-person** observations at a school site (you must physically attend).
- Detailed instructions are in the back of your Observation Workbook.

Requirements:

1. At least **one** class (≥ 30 min) at a school **you did not attend**.
2. At least **one** class (≥ 30 min) in **any** public or private K–12 school (can be your former school).

Your responsibilities:

- Contact schools/teachers to arrange visits.
- Comply with school/district visitor policies.
- Obtain professional clearances **before** beginning, if required (see below).

CLEARANCES: Find instructions by Googling "**SRU Four Phases of Teacher Education**" → go to **Phase Two**.

Always select **Employment** (not Volunteer or Other) when applying. Typical requirements include:

- Act 151 – PA Child Abuse Clearance
- Act 34 – PA Criminal Record Check
- Act 114 – FBI Record Check (fingerprinting)
- Act 24 – Arrest/Conviction Report & Certification (free)
- Act 126 – Mandatory Reporter Training (free via Phase Two site)
- TB Test



Four Phases of
Teacher Education

ACADEMIC REQUIREMENT

- Field Experience Level 1 is **1/3 of the final grade** in MUSI 111.
- All observations and reports must be completed and submitted by the deadline in the syllabus.

CHECKLIST

- ☐ Obtain required clearances
- ☐ Arrange and complete two "On Your Own" observations
- ☐ Submit completed Observation Workbook by the deadline

Benchmark #2 – First-Year Review

OBJECTIVES: By completing the First-Year Review, you will be able to:

- Assess your own potential for success in music education
- Evaluate your academic progress toward your degree
- Articulate your motivation for becoming a music educator
- Identify strengths and areas for improvement
- Reflect on your self-awareness and self-management as a preservice teacher

PURPOSE: The First-Year Review helps both students and faculty evaluate:

- Your progression in the Music Education program
- Your potential for success in the field
- Your on-time progression toward graduation

This process also encourages **self-awareness** and **self-management** through a self-evaluation form that will be discussed during the review. Being prepared reflects strong professional dispositions, aligning with **Charlotte Danielson’s Domain 4** (*Professional Responsibilities*).

TIMING

- **When:** Spring semester of your first year at SRU
- **Who:** Interview with a panel of Music Education faculty (and possibly your applied teacher)
- **Exemptions:** Post-baccalaureate and transfer students may be exempt, pending transcript review
- **Deadline:** All requirements must be met by the end of the spring semester
 - If not, you must attend **College Success Workshops** (SRU Office of Academic Support Services) the following fall

Note: Contingent acceptance is only given for:

- Courses registered for over the summer (before spring semester ends)
- Test scores from exams taken **before** the review date (results pending)

TARGET DATES

These are *target* deadlines—earlier completion is encouraged. Falling behind may delay your graduation.

Timeframe	Task
Ongoing	Take and pass courses as indicated in your Curriculum by Semester
December (First Year)	Complete Benchmark #1: Field Experience Level 1
March (First Year)	Complete “Music Education First-Year Review” forms and submit as instructed.
March/April	Participate in the First-Year Review

First-Year Review Requirements

Deadline: All requirements must be completed by **end of Spring semester (Year 1)**
Review Date: February–April (specific date provided by faculty)

BEFORE YOUR REVIEW

- ☐ **GPA:** Maintain at least a 2.8 overall GPA (3.0 GPA is needed to waive Basic Skills Exams)
- ☐ **Coursework:** Successfully complete (or be enrolled in) all required first-year courses
- ☐ **Field Experience Level 1:** Completed with a grade of **C or higher** in MUSI 111
- ☐ **Basic Skills Requirement:**
 - ☐ Passing PAPA Reading 220 Writing 220 Math 193
 - ☐ Passing ETS Reading 156 Writing 162 Math 142
 - ☐ Passing SAT Reading 500 Writing 500 Math 500
 - ☐ Passing ACT Reading 23 Writing 23 Math 20
 - ☐ 3.0 GPA Exemption for basic skills requirement

Use the blank spaces in the checklist below to write in any specific items you will need to address:

- ☐ _____
- ☐ _____
- ☐ _____

DAY OF REVIEW

- ☐ Arrive on time for your scheduled interview with the Music Education faculty panel
- ☐ Be prepared to discuss:
 - Personal and professional qualities
 - Motivation for pursuing music education
 - Strengths and areas for growth

IF YOU DO NOT PASS

- ☐ Register for and attend **all four** College Success Workshops (offered during Common Hour, multiple dates) in the following fall semester
- ☐ Contact the SRU Office of Academic Support Services to enroll

IMPORTANT REMINDERS

- Completion of the First-Year Review is **required** before the **Upper Division Review**
- Written results will be sent to you, your academic advisor, and/or applied teacher

SUBMIT THESE FORMS IN THIS ORDER

- ☐ **Progress Sheet:** Completed with self-reported grades
- ☐ **Student Self-Evaluation:** Completed and signed.

First-Year Review Progress Sheet

Name _____

Date _____

GPA _____ Primary Instrument _____

Applied Teacher: _____

Total Credits Earned (including those in progress) _____

Advisor: _____

<u>Coursework Progress</u>	<u>Grade</u>	<u>In Progress</u>
Intro to Music Ed.	_____	_____
Musicking & Music Theory I	_____	_____
Musicianship Skills I	_____	_____
Music Theory & Analysis II	_____	_____
Musicianship Skills II	_____	_____
Class Piano I/Applied Minor	_____	_____
Class Piano II/Applied Minor	_____	_____
Modern Band/Guitar Techniques	_____	_____
Applied Major (semester I)	_____	_____
Applied Major (semester II)	_____	_____
Intro to Special Ed (preferred for TC)	_____	_____
Math 117 or 113+ (preferred for TC)	_____	_____
Class Voice (Instrumental Track)	_____	_____
Brass Techniques (Instrumental Track)	_____	_____

Basic Skills Exams (check which one applies)

- ☐ PAPA Reading 220 Writing 220 Math 193
☐ ETS Reading 156 Writing 162 Math 142
☐ SAT Reading 500 Writing 500 Math 500
☐ ACT Reading 23 Writing 23 Math 20
☐ 3.0 GPA Exemption for basic skills requirement
☐ ≤ 2.9 GPA My GPA is 2.9 or lower (I understand I need a 3.0 GPA by Teacher Candidacy to waive the Basic Skills Exam)
☐ < 2.8 GPA Failed First Year Review

ODD SPRING YEAR

Grade In Progress

Diction I (Choral Track)	_____	_____
Diction III (Choral Track)	_____	_____
Musicians Health (Choral Track)	_____	_____

EVEN SPRING YEAR

Grade In Progress

Into to Wind Tech (Choral Track)	_____	_____
Voice Techniques (Choral Track)	_____	_____

EVERYTHING BELOW THIS LINE WILL BE COMPLETED BY THE MUSIC EDUCATION FACULTY (Everything ABOVE this line should be completely filled out by the student)

FACULTY NOTES:

Field Experience I Completed ?

☐ Yes

☐ No

First-Year Review is

☐ Passed

☐ Not Passed

College Success Workshops Required?

☐ Yes

☐ No

Faculty Signature

First-Year Review Self-Evaluation

Student Name _____ Date _____

Please evaluate yourself as accurately as possible in the following personal and professional areas:

Category	Excellent	Above Average	Average	Below Average	Unsatisfactory
Attendance					
Creativity					
Daily Preparation					
Dependability					
Enthusiasm					
Flexibility					
Gratitude					
Honesty					
Initiative					
Judgment and Critical Thinking					
Knowledge of Subject Matter					
Leadership					
Maturity					
Oral Communication Skills					
Patience					
Perseverance					
Personal Stability					
Professional Interest and Growth					
Promptness					
Resourcefulness					
Self-awareness					
Self-confidence					
Teamwork and Cooperation					
Written Communication Skills					

1. What do you consider to be your greatest **two (2)** strengths as a developing music educator? Discuss each strength and explain how it contributes to your effectiveness as a future teacher. Support your reflections with specific examples from coursework, field experiences, ensembles, leadership roles, or other relevant experiences.

2. What do you consider to be your most significant **two (2)** areas for growth as a developing music educator? Discuss how you would like to improve and describe the specific steps you plan to take to continue your development as a future teacher.

Student Signature: _____

Benchmark #3 – Field Experience II: Exploration

PURPOSE:

Field Experience Level 2 builds on Field 1: Observation, moving you into a more involved teaching role. This experience focuses on **Pre-K students** (as PA Music Certification covers PreK–12) and provides hands-on opportunities in early childhood music settings.

OVERVIEW

- **Minimum Hours:** 20
- **Activities Include:**
 - Observing and assisting with pre-K music classes
 - Helping with set-up and tear-down
 - Attending orientation & expectations training
 - Participating in reflection meetings
- **Supervision:** Dr. Eisenreich
- **Documentation:** Maintain a typed daily journal and complete all required paperwork.

ELIGIBILITY

- All aspects of **Field Experience Level 1** must be completed and passed.
- You will be assigned to Field 2 in either **fall or spring** of sophomore year (assignment given spring of freshman year).
- Must be available during the scheduled pre-K class time (announced before registration).

OBJECTIVES

By completing Field Experience Level 2, you will:

- Continue evaluating your potential for success in music education.
- Gain direct experience with pre-K students.
- Develop reflection skills through journaling.

TARGET DATES

- **Spring – Freshman Year:** Receive your Field 2 semester assignment.
- **Fall/Spring – Sophomore Year:** Complete Field 2 under Dr. Eisenreich's supervision.
- **End of Assigned Semester:** Submit all documentation to Dr. Eisenreich.

CHECKLIST

- ☐ Read and understand all Field Experience Level 2 requirements
- ☐ Note assigned semester for Field 2 completion
- ☐ Register for **MUSI 291: Field 2 PreK Experience**
- ☐ Complete **minimum 20 hours** including:
 - ☐ Observing/assisting classes
 - ☐ Assisting with set-up and tear-down
 - ☐ Attending trainings and reflection meetings
 - ☐ Keep **typed daily journal** of your experiences
 - ☐ Maintain **Field Experience Documentation Form** (dates, hours, teacher signatures)
- ☐ Have **Disposition Form** completed by Dr. Eisenreich
- ☐ Submit **all organized paperwork** to Dr. Eisenreich by due date

Field Experience II: Rubric for Assessment of Competencies

This rubric will be used to verify your acquisition of the competencies required by the Pennsylvania Department of Education for this stage of field experience. All aspects of this field experience, including your participation in observing and assisting during teaching experiences, training sessions, reflection meetings, and all paperwork, will be used to determine your attainment of these competencies. You must meet all competencies to pass this stage of field. This form will be completed by Dr. Eisenreich toward the end of the field experience.

COMPONENT	EXEMPLARY = 3 POINTS	TARGET = 2 POINTS	NEAR TARGET = 1 POINT	UNACCEPTABLE = 0 POINTS
PLANNING AND PREPARATION	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an exemplary understanding of the elements of planning and preparation, similar to the level of that which would be expected of a student teacher. - Pre-service music education major demonstrated exemplary skills in planning and preparation while assisting in this pre-k setting, similar to the level of that which would be expected of a student teacher.	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has a solid understanding of the elements of planning and preparation at the level that would be expected at this point in their education. - Pre-service music education major demonstrated solid skills in planning and preparation while assisting in this pre-k setting at the level that would be expected at this point in their education.	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student fell short in his or her understanding of the elements of planning and preparation for the level that would be expected at this point in their education. - Pre-service music education major fell short in demonstrating skills in planning and preparation while assisting in this pre-k setting for the level that would be expected at this point in their education.	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student did not provide evidence supporting his or her understanding of the elements of planning and preparation for the level that would be expected at this point in their education. - Pre-service music education major did not demonstrate skills in planning and preparation while assisting in this pre-k setting for the level that would be expected at this point in their education. - Pre-service music education major did not follow through with his or her responsibilities in this area to the detriment of the experience for others.
CLASSROOM ENVIRONMENT	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an exemplary understanding of the elements of classroom environment, similar to the level of that which would be expected of a student teacher. - Pre-service music education major demonstrated exemplary skills in managing the classroom and in understanding how to effectively engage and include all learners, similar to the level of that which would be expected of a student teacher.	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has a solid understanding of the elements of classroom environment, similar to the level of that would be expected at this point in his or her education. - Pre-service music education major demonstrates solid skills in managing the classroom and in understanding how to effectively engage and include all learners, similar to the level of that would be expected at this point in his or her education.	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an awareness of the elements of classroom environment that falls short in what would be expected at this point in his or her education. - Pre-service music education major demonstrated an awareness of skills needed to manage the classroom and to effectively engage and include all learners, but falls short in what would be expected at this point in his or her education, perhaps by focusing on the whole group and ignoring different ability levels or by being aware of medical issues and learning disabilities, but failing to seek to understand their implications.	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has limited or no understanding of the elements of classroom environment. - Pre-service music education major demonstrated little or no awareness of skills needed to manage the classroom and to effectively engage and include all learners, perhaps by demonstrating no interest in the students' interests or heritages, their varied ability levels, and/or their medical or learning disabilities.

COMPONENT	EXEMPLARY = 3 POINTS	TARGET = 2 POINTS	NEAR TARGET = 1 POINT	UNACCEPTABLE = 0 POINTS
INSTRUCTIONAL DELIVERY	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an exemplary understanding of the elements of instructional delivery, similar to the level of that which would be expected of a student teacher, including relatively error-free modeling of proper usage and syntax in written communication. - Pre-service music education major demonstrated exemplary skills in verbal and non-verbal communication and questioning and discussion techniques, similar to the level of that which would be expected of a student teacher.	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has a solid understanding of the elements of instructional delivery, similar to the level of that would be expected at this point in their education, including reasonable modeling of proper usage and syntax in written communication. - Pre-service music education major demonstrated solid skills in verbal and non-verbal communication and questioning and discussion techniques, similar to the level of that would be expected at this point in their education.	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has fallen short in their understanding of the elements of instructional delivery compared to the level that would be expected at this point in his or her education, which may include failure to properly model usage and syntax in written communication. - Pre-service music education major has fallen short in skills in verbal and non-verbal communication and questioning and discussion techniques, perhaps by speaking too quickly or slowly, using developmentally inappropriate vocabulary, or speaking or singing too quietly.	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student demonstrates limited or no understanding of the elements of instructional delivery compared to the level that would be expected at this point in their education. - Pre-service music education major did not demonstrate skills in verbal and non-verbal communication and questioning and discussion techniques to the detriment of the experience for others.
PROFESSIONAL CONDUCT	Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student exceeds what is expected of professional teachers in dress choice, relationships with school colleagues, attendance, appearance, manners and dispositions, timely completion of work, the upholding of a code of conduct and ethics, management of conflict, and the upholding of social equity.	Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student meets what is expected of professional teachers in dress choice, relationships with school colleagues, attendance, appearance, manners and dispositions, timely completion of work, the upholding of a code of conduct and ethics, management of conflict, and the upholding of social equity.	Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student falls slightly short in what is expected of professional teachers in dress choice, relationships with school colleagues, attendance, appearance, manners and dispositions, timely completion of work, the upholding of a code of conduct and ethics, management of conflict, and the upholding of social equity.	Submitted materials and observation of the pre-service music education major in Field 2 activities reveals major concerns in the student's understanding of what is expected of professional teachers in dress choice, relationships with school colleagues, attendance, appearance, manners and dispositions, timely completion of work, the upholding of a code of conduct and ethics, management of conflict, and the upholding of social equity.

COMPONENT	EXEMPLARY = 3 POINTS	TARGET = 2 POINTS	NEAR TARGET = 1 POINT	UNACCEPTABLE = 0 POINTS
ASSESSMENT	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an exemplary understanding of the elements of the use of assessment in teaching, similar to the level of that which would be expected of a student teacher. - Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an exemplary understanding of the strategies to use to assess their personal growth through self-reflection, similar to the level of that which would be expected of a student teacher.	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has a solid understanding of the elements of the use of assessment in teaching, similar to the level of that would be expected at this point in their education. - Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has a solid understanding of the strategies to use to assess their personal growth through self-reflection, similar to the level of that would be expected at this point in their education.	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student falls short in their understanding of the elements of the use of assessment in teaching compared to the level that would be expected at this point in his or her education. - Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student falls short in their understanding of the strategies to use to assess their personal growth through self-reflection, compared to the level that would be expected at this point in their education, perhaps by keeping a reflective journal that only chronicles events and does not demonstrate reflection on the events.	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student does not demonstrate any understanding of the elements of the use of assessment in teaching. - Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student does not demonstrate any understanding of strategies to use to assess their personal growth through self-reflection, perhaps by not keeping a journal or failing to see any reason to improve their approach to teaching.
KNOWLEDGE OF DIVERSE LEARNERS	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an exemplary knowledge of the characteristics and needs of diverse learners in teaching, similar to the level of that which would be expected of a student teacher. - Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has an exemplary understanding of ways to engage with families, caregivers, and the broader community, similar to the level of that which would be expected of a student teacher.	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has a solid knowledge of the characteristics and needs of diverse learners in teaching, similar to the level of that would be expected at this point in their education. - Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student has a solid understanding of ways to engage with families, caregivers, and the broader community, similar to the level of that would be expected at this point in their education.	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student falls short in knowledge of the characteristics and needs of diverse learners in teaching compared to the level that would be expected at this point in their education. - Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student falls short in their understanding of ways to engage with families, caregivers, and the broader community compared to the level that would be expected at this point their education.	- Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student shows little or no desire to acquire knowledge of the characteristics and needs of diverse learners in teaching. - Submitted materials and observation of the pre-service music education major in Field 2 activities reveals that the student shows little or no desire to determine ways to engage with families, caregivers, and the broader community.

Benchmark #4 – Upper Division Review

OBJECTIVES: By completing the Upper Division Review, you will be able to:

- Assess your ongoing potential for success in music education
- Evaluate your academic and professional progress toward your degree
- Articulate your motivation for becoming a music educator
- Identify strengths and areas for improvement
- Demonstrate growth through evaluation tools and feedback

PURPOSE: The Upper Division Review helps both students and faculty evaluate:

- Your progression in the Music Education program
- Your readiness for advanced field experiences and Teacher Candidacy
- Your on-time progression toward graduation
 - This process encourages professional growth and preparation. Being prepared reflects strong **professional dispositions**, aligning with Charlotte Danielson’s Domain 4 (Professional Responsibilities).

TIMING

- **When:** Spring semester of your sophomore year (Fall semester for approved post-bacc or transfer students)
- **Who:** Interview with a panel of Music Education faculty (and possibly your applied teacher)
- **Deadline:** All requirements must be met by the end of the spring semester of sophomore year
 - If not completed, your graduation may be delayed; contingent acceptance applies only to summer courses registered before the end of the semester

TARGET DATES

Timeframe	Task
Ongoing	Take and pass courses as indicated in your Curriculum by Semester
Spring – Sophomore Year	Complete Field Experience Level II
Spring – Sophomore Year	Complete Dispositions Assessment from Field II or Applied Faculty (see note on submission guidelines)
Spring – Sophomore Year	Complete Music Education Upper Division Review forms and submit as instructed.
Spring – Sophomore Year	Participate in the Upper Division Review

Upper-Division Review Requirement

Deadline: All requirements must be completed by **end of Spring semester (Year 2)**

Review Date: February–April (specific date provided by faculty)

BEFORE YOUR REVIEW

- ☐ **GPA:** Maintain at least a 3.0 overall GPA
- ☐ **Coursework:** Successfully complete (or be enrolled in) all required second-year courses
- ☐ **Basic Skills Requirement:**
 - ☐ Passing PAPA Reading 220 Writing 220 Math 193
 - ☐ Passing ETS Reading 156 Writing 162 Math 142
 - ☐ Passing SAT Reading 500 Writing 500 Math 500
 - ☐ Passing ACT Reading 23 Writing 23 Math 20
 - ☐ 3.0 GPA Exemption for basic skills requirement

Use the blank spaces in the checklist below to write in any specific items you will need to address:

- ☐ _____
- ☐ _____
- ☐ _____

DAY OF REVIEW

- ☐ Arrive on time for your scheduled interview with the Music Education faculty panel
- ☐ Be prepared to discuss:
 - Personal and professional qualities
 - Motivation for pursuing music education
 - Strengths and areas for growth

IF YOU DO NOT PASS

- ☐ Most 300 and 400-level music education courses **require successful completion of this review.**

SUBMIT THESE FORMS IN THIS ORDER

- ☐ **Progress Sheet:** Completed with self-reported grades
- ☐ **Student Self-Evaluation:** Completed and signed.
- ☐ Proof of Completed College Success classes (if required from First-Year Review)
- ☐ **Faculty Disposition Evaluation:** Completed (**we only need the first page with faculty signature**)
 - ☐ from Dr. Eisenreich's Field II evaluation if you took PreK Field Experience last semester.
 - ☐ from your applied faculty member if you are currently enrolled in Field II.

Upper-Division Review Progress Sheet

Name _____

Date _____

GPA _____ Primary Instrument _____

Applied Teacher: _____

Total Credits Earned (including those in progress) _____

Advisor: _____

<u>Coursework Progress</u>	<u>Grade</u>	<u>In Progress</u>
Intro to Music Education	_____	_____
Musicking & Music Theory I	_____	_____
Musicianship Skills I	_____	_____
Music Theory & Analysis II	_____	_____
Musicianship Skills II	_____	_____
Music Theory & Analysis III	_____	_____
Musicianship Skills III	_____	_____
Music Theory & Analysis IV	_____	_____
Musicianship Skills IV	_____	_____
Applied Major (semester I)	_____	_____
Applied Major (semester II)	_____	_____
Applied Major (semester III)	_____	_____
Applied Major (semester IV)	_____	_____
Class Piano I/Applied Minor	_____	_____
Class Piano II/Applied Minor	_____	_____
Class Piano III/Applied Minor	_____	_____
Class Piano IV/Applied Minor	_____	_____
Music Ed. for Div. Learners	_____	_____
Modern Band/Guitar Tech	_____	_____
SPED 121: Overview of SPED	_____	_____
CDEV 248: Human Dev.	_____	_____
1 st Math 117 (Unless Summer)	_____	_____
2 nd Math 113+ (Unless Summer)	_____	_____
Critical Writing (Unless Summer)	_____	_____
Critical Reading (Unless Summer)	_____	_____

<u>Coursework Progress</u>	<u>Grade</u>	<u>In Progress</u>
Class Voice & Diction (instrumental)	_____	_____
Brass Techniques (instrumental)	_____	_____
Woodwind Techniques (instrumental)	_____	_____
Intro to Wind Instruments (Choral)	_____	_____
Voice Techniques (Choral)	_____	_____
Diction I (Choral)	_____	_____
Diction II (Choral)	_____	_____

Basic Skills Exams (check which one applies)

Must provide copies documenting passing scores.

☐ PAPA	Reading 220	Writing 220	Math 193
☐ ETS	Reading 156	Writing 162	Math 142
☐ SAT	Reading 500	Writing 500	Math 500
☐ ACT	Reading 23	Writing 23	Math 20
☐ 3.0 GPA	Exemption for basic skills requirement		
☐ ≤ 2.9 GPA	My GPA is 2.9 or lower (Basic Skills Exams Attached)		
☐ < 2.8 GPA	Failed Upper Division Review		

Field Experience I and II Completed:

Indicate IP if course is in progress

_____ Field Experience I: Grade earned in MUSI 111

_____ Field Experience II: Grade earned in MUSI 291

Faculty Recommendation on Dispositions Rubrics: Name of faculty completing disposition: _____

Use these codes and write in the evaluations that are on your disposition form.

UA=Unable to Assess **U**=Unsatisfactory **E**=Emerging **D**=Developing **T**=Target

_____ Professional Responsibility	_____ Critical Thinking & Problem-Solving
_____ Professional Communication	_____ Commitment to Social Justice & Equity
_____ Collaboration & Leadership	_____ Commitment to Reflection on Teaching & Ongoing Learning
_____ Ethical Behavior	

EVERYTHING BELOW THIS LINE WILL BE COMPLETED BY THE MUSIC EDUCATION FACULTY (Everything ABOVE this line should be completely filled out by the student)

FACULTY NOTES:

Upper Division Review is ☐ Passed ☐ Not Passed

Faculty Signature

Upper-Division Review Self-Evaluation

Student Name _____ Date _____

Please evaluate yourself as accurately as possible in the following personal and professional areas:

Category	Excellent	Above Average	Average	Below Average	Unsatisfactory
Attendance					
Creativity					
Daily Preparation					
Dependability					
Enthusiasm					
Flexibility					
Gratitude					
Honesty					
Initiative					
Judgment and Critical Thinking					
Knowledge of Subject Matter					
Leadership					
Maturity					
Oral Communication Skills					
Patience					
Perseverance					
Personal Stability					
Professional Interest and Growth					
Promptness					
Resourcefulness					
Self-awareness					
Self-confidence					
Teamwork and Cooperation					
Written Communication Skills					

1. What do you consider to be your greatest **two (2)** strengths as a developing music educator? Discuss each strength and explain how it contributes to your effectiveness as a future teacher. Support your reflections with specific examples from coursework, field experiences, ensembles, leadership roles, or other relevant experiences.

2. What do you consider to be your most significant **two (2)** areas for growth as a developing music educator? Discuss how you would like to improve and describe the specific steps you plan to take to continue your development as a future teacher.

Student Signature: _____

Benchmark #5 – Admission to Teacher Candidacy

PURPOSE

Admission to Teacher Candidacy marks your official transition from “music education major” to “teacher candidate.” This designation means you have met specific academic, professional, and experiential requirements and are ready to advance in your preparation to teach.

Requirements for Teacher Candidacy are set by the College of Education and the Music Education program in alignment with PA Department of Education regulations. **They may change — always use the most current application from your degree audit or the College of Education website.**

ELIGIBILITY

- Must be between **48 and 90 credits** at the time of application

- Must meet all GPA, coursework, clearance, and assessment requirements.

Below are required courses but always check the **current application** as requirements can change.

☐ MUSI 111	☐ SPED 121	☐ CDEV 248	☐ ENGL 102	☐ ENGL 104	☐ MATH 117	☐ MATH 113
Intro to Music Ed	Overview of SPED	Human Development	Critical Writing	Critical Reading	The Rock	or Higher

- Basic Skills Passed

☐ PAPA	Reading 220	Writing 220	Math 193
☐ ETS	Reading 156	Writing 162	Math 142
☐ SAT	Reading 500	Writing 500	Math 500
☐ ACT	Reading 23	Writing 23	Math 20
☐ 3.0 GPA	Exemption for basic skills requirement		

- Music Education majors must apply **no later than the JR-I semester** to stay on track for graduation

TARGET DATES

Timeframe	Task
Fall – Sophomore Year	Review current Teacher Candidacy requirements; download the application before spring registration to ensure you can register for any missing courses.
February – Sophomore Year	Obtain the current Teacher Candidacy application and verify that you meet all requirements. You will find this at the College of Education’s Four Phases of Teacher Education webpage.
March 15 (Soph-II)	Apply for Teacher Candidacy if all requirements are completed in the spring.
October 15 (JR-I)	Final Deadline to apply for Teacher Candidacy if all requirements are completed in the fall.

CHECKLIST

- ☐ Obtain the **current** Teacher Candidacy Application for Music Education Majors
- ☐ Identify and address any missing requirements (some will be from other benchmarks)
- ☐ Complete **Diverse Experience** in MUSI 357 and attach proof to your application
- ☐ Ensure all coursework, GPA, assessments, and clearances meet requirements
- ☐ Apply by **March 15** (preferred) or **October 15** at the latest (as soon as you are eligible)

Music Education
Website Link/Forms



Benchmark #6 – Pre-Registration for Student Teaching

Pre-registration for student teaching is done one year prior to student teaching. The purpose of pre-registration for student teaching is for you to provide proof of your completion of the requirements for student teaching such that you are on track to student teach one year from your pre-registration. The exact requirements for completing the pre-registration for student teaching will vary slightly from year to year, but provided you stay on track by passing all courses and reaching all of the previous benchmarks, pre-registration for student teaching should be nothing more than a little paperwork to complete, which involves a visit with your advisor to double-check your coursework.

OBJECTIVES: By completing Pre-Registration for Student Teaching, you will be able to:

- Demonstrate timely completion of all prerequisites for student teaching.
- Demonstrate professional responsibility by completing required paperwork.

PURPOSE: Pre-registration ensures that you are on track to student teach one year from the pre-registration date. This process verifies completion of prior benchmarks and course requirements and involves meeting with your advisor to review your progress.

TIMING:

Timeframe	Task
Spring – Junior Year	Review procedures for pre-registration for student teaching as communicated by the College of Education. If you have not received the procedures, contact the College of Education by February 1.
Fall – Senior Year	Complete pre-registration for student teaching if you will be student teaching in the fall; deadline is October 1.

Checklist:

- ☐ Obtain procedures for pre-registration for student teaching
- ☐ Complete pre-registration for student teaching

Use the blank spaces in the checklist below to write in any specific items you will need to address:

- ☐ _____
- ☐ _____
- ☐ _____

Benchmark #7/8 – Field Experience III–IV: Pre-Student Teaching

Field Experience Level 3: Pre-Student Teaching provides real teaching experience for music education majors who have been admitted to **Teacher Candidacy**. Unlike previous field experiences:

- **Field 1** focused on observing
- **Field 2** focused on assisting
- **Field 3** focuses primarily on **teaching**

This benchmark consists of two courses:

1. **MUSI 353: Field Experience III: Elementary**
minimum 50 hours, 1 credit
2. **MUSI 339: Field Experience IV: Secondary**
minimum 60 hours, 1 credit

During these experiences:

- You will be assigned to a **local public-school teacher**
- **MUSI 353** focuses on elementary vocal/general or instrumental music
- **MUSI 339** focuses on a large ensemble setting (choir, band, or orchestra)
- Placements are designed to be **different from your planned student teaching area**
- You may also observe **other teacher responsibilities** (prep periods, meetings, bus duty, etc.)

Note: Each course has its own handbook with detailed requirements and checklists. You must maintain **current and clear professional clearances** throughout your time at SRU. Contact Music Education Faculty if you encounter any issues.

OBJECTIVES:

By completing Field Experience Level 3, you will be able to:

- Evaluate your potential for success as a music educator
- Apply theory from coursework in **real teaching experiences** through co-requisite field experiences

TARGET DATES:

Timeframe	Task
Spring Junior Year	Take MUSI 353: Field Experience III: Elementary ; Dispositions assessment completed by university supervisor.
Fall Senior Year	Take MUSI 339: Field Experience IV: Secondary .

CHECKLIST:

- ☐ Completed Choral Methods already
- ☐ Dispositions assessment completed during **MUSI 353**
- ☐ Maintained all required **clearances** throughout field experiences

Use the blank spaces in the checklist below to write in any specific items you will need to address:

- ☐ _____
- ☐ _____

Benchmark #9 – Music Methods Competency Examinations

Music Methods Competency Examinations were established at Slippery Rock University in the mid-1990s to verify retention of essential teaching skills for pre-service music educators preparing for **student teaching**.

Competencies:

- Assess skills from multiple courses across the music education curriculum, including:
 - Musicianship Skills I–IV
 - Piano I–IV
 - Conducting
 - All Technique courses
- Require students to retain knowledge and skills from prior coursework, not just aim for passing individual classes
- Encourage **continuous skill development** through practice, additional instruction, and attending seminars, conferences, or trainings

Competency requirements are **reviewed and updated annually** by music education faculty and released at the beginning of the semester in which students take the exams.

OBJECTIVES:

By completing the Music Methods Competency Examinations, you will be able to:

- Evaluate your ongoing potential for success as a music educator
- Demonstrate maintenance and continued growth of basic, demonstrable skills necessary for teaching music

TARGET DATES:

Timeframe	Task
January – Junior Year	Obtain the current Music Methods Competency Requirements
January–March – Junior Year	Prepare consistently for Competency Examinations
February – Junior Year	Sign up for Competency Examination time
March – Junior Year	Take the Competency Examinations

CHECKLIST:

- ☐ Keep practicing skills from the relevant courses (Musicianship, Piano, Conducting, Methods)
- ☐ Obtain the current Music Methods Competency Requirements
- ☐ Record your personal preparation goals for Competencies (use the space below)
- ☐ Sign up for your Competency Examination time
- ☐ Complete all Competency Examinations successfully

Use the blank spaces in the checklist below to write in any specific items you will need to address:

☐ _____

☐ _____

☐ _____

Ensemble and Solo Performance Resume

Keeping track of the ensembles in which you perform, what instrument/voice you performed in the ensemble, and any honors or distinctions will be extremely helpful to you when you create resumes later in life. Please refer to the Music Department Handbook for the current ensemble policy. There is no official department-wide policy regarding small ensembles, but most studios do have understandings that students studying in that studio will participate in relevant small ensembles. Check the Music Department website for more information on small ensembles. Music education majors are encouraged to consider performing in small ensembles on secondary instruments to increase their knowledge and skills on those instruments.

[illegible]

Performances Outside SRU

[illegible]

Networking Contacts

While you likely have a variety of ways you keep track of your contacts (social media, phone, email, etc.), having one list of everyone with whom you have engaged on a professional level during your preparation for your degree can be very advantageous to keeping your professional network strong and visually seeing your network grow. Keep in touch with the people who have helped you along the path to earning your degree by allowing you to observe, assist, and teach in their classes. This can be done by sending a quick message to wish them a good concert or to see how their concerts went, to see if they will be at PMEA, to offer your help with something (filing music, serving on a band staff, being an extra hand around for an after-school rehearsal, the possibilities are endless), etc. When you keep in somewhat regular contact with people (don't pester them, of course), they will remember you – and that could lead to employment!

[illegible]

SRU College of Education
Professional Educator Dispositions
Disposition Rubric

PHASE ONE: During students' pre-candidacy coursework (e.g., MUSI 111), students will learn about the professional dispositions

PHASE TWO:

o **Candidacy Application/Field Experience:**

- At the completion of Field 2, field supervisors will use the rubric to assess candidates' dispositions.
- Candidates will submit the disposition rubric with their candidacy application.
- Dispositions will be assessed during MUSI 353: Music Methods Block Field Experience

PHASE THREE: Student Teaching supervisors will use the rubric to assess candidates' disposition.

Alignment: INTASC; Danielson Framework for Teaching; CAEP

Criteria:

	<i>Unable to Assess (UA):</i>	<i>Unsatisfactory (U):</i>	<i>Emerging (E):</i>	<i>Developing (D):</i>	<i>Target (T):</i>
			Goal performance level for Level 1: Intro Class	Goal performance for Level 2: Field-Block Classes	Goal performance for Level 3: Student Teaching
Attribute & Alignment	<i>Unable to Assess:</i> Unable to assess the educator attribute(s) in setting.	<i>Unsatisfactory (U):</i> The candidate does not exhibit the disposition/educator attribute(s) and/or fails to take corrective action.	<i>Emerging (E):</i> The candidate demonstrates an emerging practice of the educator attribute(s).	<i>Developing (D):</i> The candidate applies the educator attribute(s) as a developing educator.	<i>Target (T):</i> The candidate models the educator attribute(s) at an exemplary level consistent with best practice.
<i>Professional Responsibility</i> Is dependable, accountable & reliable. Exhibits regular attendance, arrives on time, arrives focused and prepared, meets deadlines, and keeps appointments. INTASC 9 (I, n, o) INTASC 10 Danielson 4f Danielson 4e Danielson 4d CAEP 1.1 CAEP 3.3	UA	Fails to meet professional responsibilities such as assignments, clearance submissions, or other paperwork. Frequently misses deadlines or misses appointments without appropriate communication. Submits paperwork that is incomplete or inaccurate. Frequently requests exceptions or demonstrates a lack of ownership for work.	Meets professional responsibilities with some prompting and developmentally appropriate guidance (i.e., communication via syllabi, course materials, email reminders, etc.). Regularly meets deadlines and attends meetings, or communicates exceptions. Paperwork in complete and demonstrates an attempt to meet all expectations.	Meets professional responsibilities with minimal prompting and a developmentally appropriate level of guidance. Regularly meets all expectations, including deadlines, communication, and details of assignments and other responsibilities.	Consistently meets professional responsibilities with a developmentally appropriate level of guidance. Plans for requirements and deadlines. Is consistently proactive, present, prompt, and prepared. Communicates exceptions appropriately.

	<i>Unable to Assess (UA):</i>	<i>Unsatisfactory (U):</i>	<i>Emerging (E):</i>	<i>Developing (D):</i>	<i>Target (T):</i>
			Goal performance level for Level 1: Intro Class	Goal performance for Level 2: Field-Block Classes	Goal performance for Level 3: Student Teaching
Attribute & Alignment	Unable to Assess: Unable to assess the educator attribute(s) in setting.	Unsatisfactory (U): The candidate does not exhibit the disposition/educator attribute(s) and/or fails to take corrective action.	Emerging (E): The candidate demonstrates an emerging practice of the educator attribute(s).	Developing (D): The candidate applies the educator attribute(s) as a developing educator.	Target (T): The candidate models the educator attribute(s) at an exemplary level consistent with best practice.
<i>Professional Communication</i> Demonstrates professional oral and written communication skills: speaks clearly, has expansive vocabulary and uses rich oral interactions, effective for the audience, presents effectively. Demonstrates thoughtful and responsive listening and observing. InTASC 3 (n, q, r) InTASC 9 InTASC 10 Danielson 4f Danielson 4e Danielson 3a CAEP 1.1 CAEP 3.3	UA	Written, oral, or nonverbal communication is inappropriate for educational settings or the intended audience. Does not demonstrate active listening and observation.	Tries to communicate effectively but the results are inconsistent. Meaning may be interrupted and/or may not demonstrate an awareness of audience and situation. May lack awareness of nonverbal communication, including active listening and observation.	Demonstrates an effort to communicate effectively, and is consistently successful. Considers the audience and situation. Demonstrates proficient use of content-specific academic language. Uses nonverbal communications appropriately. Listens and observes actively.	Consistently communicates effectively across contexts. Adapts written and oral communication to situations appropriately. Demonstrates mastery of content-specific academic language. Uses nonverbal communication effectively. Demonstrates thoughtful and responsive listening and observation.

	<i>Unable to Assess (UA):</i>	<i>Unsatisfactory (U):</i>	<i>Emerging (E):</i>	<i>Developing (D):</i>	<i>Target (T):</i>
			Goal performance level for Level 1: Intro Class	Goal performance for Level 2: Field-Block Classes	Goal performance for Level 3: Student Teaching
Attribute & Alignment	<i>Unable to Assess:</i> Unable to assess the educator attribute(s) in setting.	<i>Unsatisfactory (U):</i> The candidate does not exhibit the disposition/educator attribute(s) and/or fails to take corrective action.	<i>Emerging (E):</i> The candidate demonstrates an emerging practice of the educator attribute(s).	<i>Developing (D):</i> The candidate applies the educator attribute(s) as a developing educator.	<i>Target (T):</i> The candidate models the educator attribute(s) at an exemplary level consistent with best practice.
<i>Collaboration & Leadership</i> Exhibits interpersonal professional relationships: shows willingness to consider multiple perspectives, interacts with others respectfully. InTASC 7 (o, q) InTASC 9 InTASC 10 (q, r, t) Danielson 4f Danielson 4d Danielson 2a CAEP 3.3	UA	Does not work willingly or effectively with others. Discourages or undermines the work of others.	Participates appropriately with colleagues or peers. Supports participation and success for all.	Contributes to groups with colleagues or peers. Demonstrates commitment to team success. Encourages and supports participation.	Contributes to effective group functioning when working with colleagues or peers. Contributes to equity in labor, planning, and execution of tasks. Encourages and supports participation and success for all, and provides constructive feedback to others when appropriate.

	<i>Unable to Assess (UA):</i>	<i>Unsatisfactory (U):</i>	<i>Emerging (E):</i>	<i>Developing (D):</i>	<i>Target (T):</i>
			Goal performance level for Level 1: Intro Class	Goal performance for Level 2: Field-Block Classes	Goal performance for Level 3: Student Teaching
Attribute & Alignment	Unable to Assess: Unable to assess the educator attribute(s) in setting.	Unsatisfactory (U): The candidate does not exhibit the disposition/educator attribute(s) and/or fails to take corrective action.	Emerging (E): The candidate demonstrates an emerging practice of the educator attribute(s).	Developing (D): The candidate applies the educator attribute(s) as a developing educator.	Target (T): The candidate models the educator attribute(s) at an exemplary level consistent with best practice.
<i>Ethical Behavior</i> Maintains professional discretion and confidentiality. The candidate practices legal/ethical conduct: follows SRU student code of conduct and PA Educators code of conduct, engages in ethical conduct, exhibits fair and objective behavior and communication, gives credit to others when using their work, follows local, state and federal laws. InTASC 9 (n, o) InTASC 10 Danielson 4f Danielson 2b Danielson 4b Danielson 1b CAEP 1.1 CAEP 3.3 CAEP 3.6	UA	Fails to uphold the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct.	Upholds the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct.	Upholds the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct. Honors the needs of students, the work setting, and the profession. Demonstrates the sharing of information in the manner appropriate for a future educator. Recognizes the impact of their behavior on students' behavior.	Upholds the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct. Honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors such as maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.

	<i>Unable to Assess (UA):</i>	<i>Unsatisfactory (U):</i>	<i>Emerging (E):</i>	<i>Developing (D):</i>	<i>Target (T):</i>
			Goal performance level for Level 1: Intro Class	Goal performance for Level 2: Field-Block Classes	Goal performance for Level 3: Student Teaching
Attribute & Alignment	Unable to Assess: Unable to assess the educator attribute(s) in setting.	Unsatisfactory (U): The candidate does not exhibit the disposition/educator attribute(s) and/or fails to take corrective action.	Emerging (E): The candidate demonstrates an emerging practice of the educator attribute(s).	Developing (D): The candidate applies the educator attribute(s) as a developing educator.	Target (T): The candidate models the educator attribute(s) at an exemplary level consistent with best practice.
<i>Critical Thinking & Problem Solving</i> Shows motivation and initiative. Demonstrates flexibility/adaptability: adapts teaching to changing classroom circumstances, shows willingness to compromise, improvises when needed. InTASC 7 (n, o, p, q) InTASC 10 Danielson 3e Danielson 4a CAEP 3.3	UA	Does not address problems or seek solutions. Does not gather, analyze, or use data to make informed decisions.	The candidate demonstrates an emerging practice of the educator attribute(s) and has begun displaying signs of intellectual curiosity.	When presented with a problem, candidate seeks solutions. Shows willingness to compromise and be flexible. Is mostly self-reliant and uses appropriate assistance.	The candidate is flexible and quickly adapts to classroom circumstances. Is self-reliant when possible and seeks appropriate assistance when necessary. Consistently seeks a variety of different perspectives and uses them to analyze professional contexts.

	<i>Unable to Assess (UA):</i>	<i>Unsatisfactory (U):</i>	<i>Emerging (E):</i>	<i>Developing (D):</i>	<i>Target (T):</i>
			Goal performance level for Level 1: Intro Class	Goal performance for Level 2: Field-Block Classes	Goal performance for Level 3: Student Teaching
Attribute & Alignment	Unable to Assess: Unable to assess the educator attribute(s) in setting.	Unsatisfactory (U): The candidate does not exhibit the disposition/educator attribute(s) and/or fails to take corrective action.	Emerging (E): The candidate demonstrates an emerging practice of the educator attribute(s).	Developing (D): The candidate applies the educator attribute(s) as a developing educator.	Target (T): The candidate models the educator attribute(s) at an exemplary level consistent with best practice.
<i>Commitment to Social Justice & Equity</i> Values diversity and appreciate differences, including the languages, communities, and experiences all learners bring to the classroom. Promotes mutual understanding for all community members. Candidates advocate for and support marginalized communities and individuals. InTASC 1 InTASC 2 (l, m, n, o) InTASC 7 (n) InTASC 9 (m) InTASC 10 (q) Danielson 1b Danielson 2a Danielson 4c Danielson 4d Danielson 4f CAEP 3.1 3.3	UA	Explicitly shows bias against certain individuals or categories of individuals. Behaves in a manner that is discriminatory, intolerant, or closed minded. Resists working with some groups or individuals. Makes derogatory remarks, or rejects views based on factors such as gender, sexual orientation, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promote stereotypes or demean others. May demonstrate resistance or defensiveness if provided feedback.	Appears open to include all individuals and categories of individuals in interactions with students, colleagues, and peers. Demonstrates respect in interactions with and referring to all individuals. Demonstrates an awareness of issues related to diversity (race, gender, sexual orientation, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that diversity is mentioned but not critically analyzed. When needed, revises according to feedback	Interacts with sensitivity and consideration to diverse populations in interactions with students, colleagues, and peers. Considers multiple perspectives in interactions with and when referring to all individuals. Demonstrates analysis of issues related to diversity (race, gender, sexual orientation, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate a critical perspective and appreciation of diversity. Seeks and revises according to feedback.	Uses a critical, intersectional lens to guide interactions with students, colleagues, and peers. Demonstrates a commitment to informed and equitable interactions and references. Demonstrates actions based on critical and ongoing analysis of issues related to diversity (race, gender, sexual orientation, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate a critical perspective and justice orientation. Advocates for inclusion and consideration of diverse perspectives. Seeks, provides, and revises according to feedback.

	<i>Unable to Assess (UA):</i>	<i>Unsatisfactory (U):</i>	<i>Emerging (E):</i>	<i>Developing (D):</i>	<i>Target (T):</i>
			Goal performance level for Level 1: Intro Class	Goal performance for Level 2: Field-Block Classes	Goal performance for Level 3: Student Teaching
Attribute & Alignment	Unable to Assess: Unable to assess the educator attribute(s) in setting.	Unsatisfactory (U): The candidate does not exhibit the disposition/educator attribute(s) and/or fails to take corrective action.	Emerging (E): The candidate demonstrates an emerging practice of the educator attribute(s).	Developing (D): The candidate applies the educator attribute(s) as a developing educator.	Target (T): The candidate models the educator attribute(s) at an exemplary level consistent with best practice .
<i>Commitment to Reflection on Teaching and Ongoing Learning</i> Critically reviews their professional practice and the impact it has on student success. Recognizes the need for and are committed to actively seeking new knowledge, skills, and experiences. InTASC 1 InTASC 4 (o, p,) InTASC 6 InTASC 8 InTASC 9 (l, m, n) InTASC 10 (t) CAEP 1.2 Danielson 4a Danielson 1d Danielson 1b Danielson 1e	UA	Does not demonstrate intellectual engagement with material or others. Does not seek or take advantage of learning opportunities.	Shows interest in personal growth and professional development. Verbal and written contributions demonstrate basic knowledge of material and interest in material and engagement with others. May take advantage of learning opportunities. Positions represent more personal experience than incorporated knowledge.	Shows commitment to personal growth and professional development. Verbal and written contributions demonstrate familiarity with required material and intellectual engagement with material and others. Takes advantage of learning opportunities. Positions represent knowledge beyond personal experience or perspectives.	Takes a collaborative stance toward personal growth and professional development. Demonstrates continuous intellectual engagement with materials and others. Seeks and takes advantage of learning opportunities; deepens understanding of theory, research, and evidence-based practices. Intentionally expands position to incorporate knowledge beyond personal experience or perspectives.