

Teacher Education Program Handbook

Music Education

*Teachers Scholars for
Social Justice*

EDUCATIONAL STUDIES DEPARTMENT

August 2009 Edition

Study this handbook carefully, but remember that the Educational Studies department reserves the right to implement program changes not included in this edition of the handbook in response to changes implemented by the Illinois State Board of Education. It is your responsibility to be aware of all requirements, procedures and policies pertaining to the Teacher Education Program (TEP) and your disciplinary major. Any questions can be directed to your major advisor, Head of Music Education, or the Director of Teacher Education.

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WHO WE ARE

Educational Studies Department

Pat Wilson	Acting Chair, Educational Studies & Director of Teacher Education	CLA 141	556-3098	pwilson@iwu.edu
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Music Education Department

Music Teacher Advisory Committee Members

Shela Koehler	Head & Associate Professor Music Education	Presser 11:	556-3102	skoehler@iwu.edu
Brian Russell	Assistant Professor, Music Education	Presser 11:	556-3015	brussell@iwu.edu
Steve Eggleston	Professor	Presser 26:	556-3042	egglesto@iwu.edu
Bill West	Professor	Presser 21:	556-3202	bwest@iwu.edu
Carren Moham	Associate Professor	Presser 11:	556-3076	cmoham@iwu.edu

Adjunct Faculty

Deanne Bryant	Supervisor, Student Teaching	Presser 11:	556-3102	dbryant@iwu.edu
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Support Staff

Stephanie Kohl	Operations Coordinator School of Music	Presser	556-3062	skohlrin@iwu.edu
Kelly Lawton	Operations & Certification Coordinator Educational Studies	CLA 146	556-3027	klawton@iwu.edu

Student Organizations

Kappa Delta Pi (KDP) is the national honorary society for juniors and seniors in the Teacher Education Program. Members elected to the chapter exhibit promise in the teaching profession and have achieved distinction in Educational Studies maintaining a cumulative grade point average of 3.6 or higher. Membership is lifetime and members of the society are eligible to participate in workshops, scholarship and award programs. Members also receive publications updating members on education-related issues.

For more information about KDP, see: <http://www.iwu.edu/edstudies/> or the national website: <http://www.kdp.org/>. If you have questions contact a KDP officer or the KDP faculty advisor, Pat Wilson, pwilson@iwu.edu.

2009-2010 KDP Officers

President: Christine Szukalla

Vice President: Emily Houk

Secretary: Amy Marie VanDerVoorn

Treasurer: Elizabeth Sinclair

The Student Education Association (SEA) is the professional education organization affiliated with the National Education Association (NEA). The SEA offers opportunities for students interested in education to become involved in local activities and to learn more about working with children and schools. See <http://www.iwu.edu/edstudies/>, or the NEA web site (<http://www.nea.org>) for more information. If you have questions contact Ana Floriani, aflorian@iwu.edu, the SEA faculty advisor.

Teacher Education Committee

The Teacher Education Committee (TEC) consults with the Educational Studies Department regarding Teacher Education Program policies, requirements, procedures, curriculum, student admission and petitions, and program assessment. The TEC is comprised of faculty representatives from the departments of English, Hispanic Studies, Modern and Classical Languages, History, Mathematics, Biology, Chemistry, Physics, Educational Studies and the School of Music, In addition, three students representing the various programs serve as representatives on the TEC.

2009-2010 members of Teacher Education Committee

Pat Wilson, Acting Chair and Director of Teacher Education (convener)

Dave Bollivar, Biology

Ana Floriani, Educational Studies

Linda French, Physics (fall 2009)

Christina Isabelli, Hispanic Studies

Narendra Jaggi, Physics (spring 2010)

Melvyn Jeter, Mathematics

Shela Koehler, Music Education

Robin Leavitt, Educational Studies

Tom Lutze, History

Jim Matthews, French

Leah Nillas, Educational Studies

Jim Plath, English

Rebecca Roesner, Chemistry

Student Representatives, TBA

Teacher Advisory Council

The Teacher Advisory Council is comprised of local elementary, secondary, and music teachers from area schools. The Council advises the Educational Studies Department regarding TEP policies and procedures, curriculum, field experience, and program assessment.

2009-2010 members of the Teacher Advisory Council

Tracy Freeman, Normal Community West High School

Dennis Morrissey, Bloomington High School

Nancy Powell, Bloomington High School

Karen Ritacco, Sheridan Elementary School

Mary Sutter, Bloomington High School

Teacher Education Mission and Vision (February 2008)

Teacher-Scholars for Social Justice¹

At Illinois Wesleyan University, professional teacher education is grounded in the liberal arts and social justice mission of the University. Studies in the liberal arts, sciences, and humanities bring historical, philosophical, social and cultural context to the educative endeavor. The teacher's challenge requires the same spirit of inquiry, creativity of thought, skillful communication, and strength of character expressed in the university mission. As we educate future teachers, we aim to enable them to think critically and creatively about the processes and prospects of education, the place of education and the role of the teacher in a diverse and democratic society.

In particular, our mission is to educate candidates who are committed to social justice in their classrooms and schools so that the democratic ideals of equity and opportunity are realized for all students. This mission, in turn, necessitates that the university's commitment to diversity be embraced by teacher educators and future teachers alike. Given that the student population is becoming increasingly diverse while teachers remain overwhelmingly white, female, and middle class, teachers are challenged to work with students from a wide range of cultural, ethnic, and linguistic origins, abilities, and socio-economic backgrounds.

Thus, we strive to prepare teachers who understand, appreciate, and are responsive to students from diverse backgrounds, and who have the knowledge, skills and dispositions to foster learning among all children regardless of culture, race, ethnicity, language, class, gender and/or ability. We hold to a vision of teachers committed to making a meaningful difference in the lives of *all* students, teachers who will inspire among their students a passion for learning and acting in the world, and insodoing, who will transform the educational landscape. This is our vision of teacher-scholars committed to social justice.

¹ Note: This is a working document subject to some revision, but the theme and essence of the mission as written was adopted by the Educational Studies department in February 2008, and applies to music education candidates in the graduating class of 2011 and thereafter.

Dispositions of Teacher-Scholars for Social Justice

(All IWU teacher candidates are expected to develop and demonstrate these dispositions.)

Reflection

Scholarly reflection involves asking questions, rethinking what one knows, posing problems, and generating possible solutions. It requires self knowledge. Collaborative reflection engages candidates in inquiry communities with their peers, their mentors, and their students. We expect candidates to re-examine their assumptions about learning and teaching, to be open to new ideas, to take seriously the tasks of self-assessment in considering how one engages all students in learning, and to engage in perspective taking to understand the experiences of students different from themselves. Teaching for social justice necessarily requires reflection about the educational implications of students' culture, race, ethnicity, class, language, and ability. Teacher scholars reflect upon their disciplinary knowledge and how to bring that knowledge to life for the students they teach. They examine their own practices as well as institutional practices with respect to creating inclusive, democratic classrooms.

Resourcefulness

Inquiring into one's students, one's discipline, one's teaching practices, and institutional practices while addressing the imperatives of social justice requires initiative, artistry, and creativity on the part of teachers. Resourcefulness requires a commitment to ongoing learning, the ability to draw from theory, research, and disciplinary knowledge when developing curriculum and pedagogy responsive to culture, race, ethnicity, class, language and ability. Resourcefulness involves searching for and modifying meaningful curricular materials, engaging teaching technologies, collaborating with specialists, colleagues, families and community members to meet the learning needs of their students.

Responsiveness

Inquiring into and reflecting upon the problems and prospects of schooling is not sufficient by itself if one is to adopt a commitment to teaching for social justice. One must engage in praxis. The concept of praxis comes to life in the myriad ways in which candidates respond to the lived realities of students in their classrooms. Responsiveness is required to develop authentic, reciprocal, and empowering relationships with students and their families and to develop multicultural, inclusive and democratic pedagogies. In turn, responsiveness requires an emotional capacity to enter into learning and teaching relationships, to appreciate and respect student and family diversity, and to willingly engage in collaboration with their colleagues and students' families to meet students' needs. Responsiveness demands genuine care, and concern for all students' well-being and academic success. It includes taking time to know one's students and to thoughtfully create supportive learning environments. Responsiveness involves establishing caring, inclusive, inspiring and safe learning communities in which all students feel they belong. All of this in turn requires candidates to be reflective and resourceful; thus these three themes are integrally intertwined.

IWU Teacher Certification Programs

Illinois Wesleyan University is accredited by the Illinois State Board of Education (ISBE) for the undergraduate preparation of teachers in the following certification programs:

- Music Education (K – 12)

See separate handbook for more information regarding the following programs:

- Elementary Education (K – 9)
- Secondary Mathematics (6 – 12)
- Secondary Science (6 – 12)
 - Biology designation
 - Chemistry designation
 - Physics designation
- Secondary Social Science (6 – 12)
 - History designation
- Secondary English Language Arts (6 – 12)
- Foreign Language (K – 12)
 - French
 - Spanish

State of Illinois Teacher Certification Requirements

Standards for all Teachers

Teacher Certification in Illinois is governed by the requirements of the Illinois State Board of Education. This includes requirements for state certification tests, and the knowledge and performance standards required of all teacher certification candidates. Every Illinois Wesleyan University candidate must meet the standards outlined for all Illinois teachers:

- Illinois Professional Teaching Standards
- Language Arts Standards for all Illinois Teachers
- Technology Standards for all Illinois Teachers
- Content Area Standards (specific to music)

All candidates in the TEP are required to demonstrate proficiency in professional teaching, language arts, and technology standards. The Music Education faculty incorporate technology education and related assignments in professional education courses, specifically Music 334: *21st Century Techniques*. Candidates must provide evidence of mastering professional teaching, language arts, and technological standards in their senior portfolio.

In addition, you must meet the content area standards for certification in music education. For more information on ISBE standards for teachers, refer to the Division of Professional Preparation and Recruitment website at <http://isbe.net/profprep/pcstandardrules.htm> .

Examination Requirements

The Illinois State Board of Education (ISBE) requires all teacher certification candidates to pass the (1) Basic Skills, (2) Content Area, and (3) Assessment of Professional Teaching exam. The exams, which are administered at specific times over the year, must be registered for in advance. Visit the ICTS website, www.icts.nesinc.com/ for test dates, study guides, and registration.

Music Education Exam Requirements

Exam	Code	When
Basic Skills (096)	096	Prior to formal admission to TEP. (February, sophomore year).
Content Test (Music)	143	Prior to student teaching (by April 30 or Sept 30 for spring student teachers)
APT Grades K-12	104	After student teaching (February/March) or before recommendation for certification.

ADMISSION TO THE IWU TEACHER EDUCATION PROGRAM

Music Education Certification Candidates

Phases and Requirements

I. Enrollment in Professional Educational Studies Courses

Any student in “good standing” at IWU may enroll in Music 132, *Foundations and Principles of Teaching*.

First and second year students may submit a declaration of major form to the Registrar’s office once the decision to apply to the TEP has been made, regardless of program acceptance status.

- Music education candidates declare a major in Music Education.

Notify the Educational Studies office, klawton@iwu.edu, if you are interested in teacher education and want to be added to our email list.

II. Acceptance into the Teacher Education Program (TEP)

Acceptance to the TEP is a *prerequisite* for enrollment in upper level music education courses.

Candidates submit the program application in April of the sophomore year, or after completing Music 132 and technique courses. Applications are at <http://www2.iwu.edu/edstudies/Forms/index.shtml>.

Requirements:

- Completed essay and application, including signature you have read and understood this *Teacher Education Handbook*.
- Passing score on the ISBE Basic Skills Test. (<http://www.icts.nesinc.com/> for registration information)
- Minimum cumulative grade point average of 2.75.
- Minimum professional music education grade point average of 2.75 (includes Music 132, and techniques courses) (no D’s).
- Minimum **major** grade point average of 2.75 (includes all music courses with exception of 132 and techniques).
- Pass all portions of the Upper Division Interview (Note: passing the upper division interview is necessary but not sufficient for acceptance). See page 17 for information.
- All candidates for acceptance to the TEP must
 - demonstrate professional dispositions and sound physical, psychological and emotional health, and
 - be free of specified felony convictions. (Illinois law does not allow a school board to employ anyone who has been convicted of committing or attempting to commit certain felonies, which include drug and sex related matters.)
- Students on academic probation will not be admitted.

Teacher Education Committee approval is required only for borderline or other questionable applications. In those cases, your application will be reviewed by a subcommittee of the TEC, who will make a recommendation to the committee as a whole.

III. Declaration of Intent to Student Teach (October 1st, junior year)

- Permits enrollment in Music 332 and 333 courses.

Requirements:

- Satisfactory Intent to Student Teach form and essay (<http://www2.iwu.edu/edstudies/Forms/index.shtml>).
- Satisfactory review of progress toward criteria for acceptance to student teaching.

IV. Acceptance for Student Teaching (May, junior year)

- A minimum of 100 hours of documented, supervised and satisfactory field experience.
- Successful completion of upper level curriculum and instruction courses.
- Minimum cumulative grade point average of 3.0.
- Minimum professional education grade point average of 3.0 (includes 132, 332, 333, 334, 221-225), and no D's.
- Minimum major grade point average of 3.0. (includes all music courses not included in professional education gpa).
- Verification of negative TB test by April 20, junior year, or Dec 15 (spring student teachers).
- Major advisor recommendation.
- No incomplete grades.
- Passing score on the ISBE Content Area Test no later than April 30 prior to student teaching (November 20 for spring student teachers).

Teacher Education Committee (TEC) approval is required only for questionable cases and student petitions. See "Ongoing Status Review."

V. Recommendation for Certification (May, or December following senior year)

- Completion of student teaching with no less than a B-.
- Minimum Senior Portfolio grade of C.
- Cooperating teacher recommendation.
- IWU Supervisor recommendation.
- IWU seminar professor recommendation.
- Completion of ISBE certification and IWU graduation requirements.

Ongoing Student Status Review

A student may be dropped from the Teacher Education Program without qualification, if:

- Your gpa drops below the specified levels during any phase of the program; or
- You fail to demonstrate expected professional behavior and dispositions in the field; or
- Other circumstances occur which would make you uncertifiable.

The Educational Studies Department or the Teacher Education Committee also may decide, upon review of your case, to grant the candidate conditional or probationary status, and develop a specific remedial plan.

Student Appeal Procedures

Candidates wishing to appeal decisions regarding admission, retention, field placement, and certification, or who have other grievances relating to the Teacher Education Program should first meet with the Chair of the Educational Studies Department to discuss the grievance.

You may submit a written petition outlining the reasons for appealing any admission, retention, or certification decision of the Educational Studies Department to a subcommittee of the Teacher Education Committee (via the Educational Studies department chair). It is the student's responsibility to make a compelling case. The subcommittee may ask you to respond to questions before the committee. The subcommittee's determination is communicated in a letter from the department chair.

To act for the Teacher Education Committee under extenuating circumstances, a subcommittee consisting of the University Supervisor and/or major Department Chair, Associate Provost, and Chair of the Educational Studies Department will be called to review student petitions and student status.

Students have the right to appeal any Teacher Education Committee decision by appealing to the Student Academic Appeals Committee. This procedure is explained in the IWU Student Handbook.

General Education Courses in Social Justice for Teacher Education Candidates

General Education requirements for music education candidates are the same as those outlined for students in the College of Liberal Arts with the following exceptions: certification candidates are exempt from the IWU foreign language requirement and the arts (met through music ensemble). The following general education courses are recommended:

All candidates are strongly advised to take a minimum of four courses in general education that address the teacher education mission, *Teacher Scholars for Social Justice*. The table below is an incomplete list of recommended courses.

Course	Art	AV	CSI	CHC	IT	Lit	LSL	LSI	PSL	PSI	W	US	GL
AMST 280				X								X	
ANTH 252			X										X
ANTH 330													X
ANTH 360					X							X	
BIO 110								X					
BIO/ENST 120								X					
CHEM /ENST 130										X			
CHEM / ES 135									X				
ECON 230												X	
EDUC 370 Songs of Struggle / Joy				X								X	
EDUC 370 The Right to Learn				X								X	
EDUC 370 Street Children in Film	X												
ENGL 170 Third World Women						X							
ENGL 259						X						X	
ENST 100		X											
ENST 132										X			
ENST/HIST 248				X								X	
ENST /PSCI 360			X								X		X
ENST / PSCI 261		X											
ENST 270								X					
ENST / PSCI 361													X
ENST /PSCI 365		X											
Health 350		X											
HIST 240				X								X	
HIST 241				X								X	
HIST 242, 244, 249, 342, 243, 244				X								X	

Course	Art	AV	CSI	CHC	IT	Lit	LSL	LSI	PSL	PSI	W	US	GL
INST 222/322		X											
IS 240													X
IS /Educ 373													X
PHIL 214		X											
PHIL 300		X									X		
PHIL 302		X											
PHYS 239										X			X
PSCI 104		X											
PSCI 301												X	
PSCI 308													
PSYC 304												X	
PSYC 232/332		X											
PSYC 303												X	
SOC 120			X										
SOC 122		X											
SOC 222, 230			X									X	
SPAN 240											X	X	
WS 101			X									X	

Additional courses may be approved; consult with your advisor regarding options.

Other recommended courses for Music Education candidates:

(Please consult with your advisor)

Analysis of Values	Phil 214	Philosophy of Education
	Soc 122	Social Problems and Values
Life Science Issues	Psych 100	General Psychology
	Psych 101	Lifespan Development
Physical science lab	Phys 130	Sound, Music and Hearing (PSL)
Formal Reasoning	Phil 102	Elementary Symbolic Logic
	CS 126	Introduction to Computer Science

A course unit may count for both a general education requirement and a major requirement. No course may be counted toward more than one general education requirement.

Music Education

Certification Course Requirements

Upon completing the approved program in Music Education and taking all ISBE tests you will earn a K-12 Certificate (type 10) with an endorsement in Music. You will be “highly qualified” to teach all levels of music. There are no designations within this endorsement (you are qualified to teach vocal and instrumental music). Earning endorsements in any other subject requires completion of an approved program in that area, including the ISBE content area exam.

The goal of the certification program in Music Education is to develop a high degree of competence in basic musicianship, as well as to promote personal and professional qualities essential for teaching music. The program recognizes the importance for today’s music education to connect musical understanding to many types of music, to exercise aesthetic and creative judgment in all encounters with music, to be flexible in adjusting to changing demands of the music teaching field and to relate effectively to individuals and society.

Professional Education (10.5 units)

First year, spring,	Music 132	Foundations and Principles of Teaching Music
Junior year, fall	Music 332	Teaching Elementary School Music
Junior year, spring	Music 333	Teaching Secondary School Music
Junior year, fall	Music 334	21st Century Techniques for Music Education
First year, spring	Music 221	Instrumental and Vocal Music Techniques: String
First year, spring	Music 223	Instrumental and Vocal Music Techniques: Brass
First year, spring	Music 224	Instrumental and Vocal Music Techniques: Percussion
Sophomore year	Music 222a &b	Instrumental and Vocal Music Techniques: Woodwind
Sophomore year, spring	Music 225	Instrumental and Vocal Music Techniques: Vocal
Senior year	Music 497	Student Teaching and Seminar

The equivalent of a 3 semester hour course on the psychology, identification, and methods of teaching the exceptional student, including the learning disabled, is included in; Music 132, 332, 333, and 497. Music education students are not required to take courses for middle school endorsement.

Major Requirements: Music Education (16.5 units)

First year, fall	Music 181	Freshman Applied Major
First year, fall	Music 100A	Keyboard Basics
First year, fall	Music 103	Theory I
First year, fall	Music 221, 223, or 224*	Techniques: String, Brass, Percussion or
First year, fall		Ensemble
First year, spring	Music 183	Freshman Applied Major
First year, spring	Music 100B	Keyboard Basics
First year, spring	Music 104	Theory II
First year, spring	Music 221, 223, 224*	Techniques: String, Brass, Percussion
First year, spring		Ensemble
Sophomore, fall	Music 281	Sophomore Applied Concentration
Sophomore, fall	Music 201	Survey of Music History I
Sophomore, fall	Music 203	Theory III
Sophomore, fall	Music 205 or	Functional Piano I
	Music 207 (keyboard majors)	Keyboard Harmony I
Sophomore, fall	Music 221, 222A, 223, 224, or 225*	Techniques: String, Woodwind, or Brass, Percussion, Vocal
Sophomore, fall		Ensemble
Sophomore, fall or spring	Music 227	Fundamentals of Conducting
Sophomore, spring	Music 206 or	Functional Piano
	Music 208	Keyboard Harmony
Sophomore, spring	Music 283	Sophomore Applied Concentration
Sophomore, spring	Music 204	Theory IV
Sophomore, spring	Music 202	Survey of Music History II
Sophomore, spring	Music 221, 222B, 223, or 224*	Techniques: String, Woodwind, Brass, or Percussion
Sophomore, spring		Ensemble
Junior, fall	Music 381	Junior Applied Concentration
Junior, fall	Music 332	Teaching Elementary School Music
Junior, fall	Music 334	21 st Century Techniques
Junior, fall	Music 221, 222A, 223, 224, or 225*	Techniques: String, Woodwind, Brass, Percussion, or Vocal
Junior, fall		Ensemble
Junior, fall or spring	Music 353	History of Musical Style I: The Renaissance
	Music 354	History of Musical Style II: Baroque
(select 2)	Music 355	History of Musical Style III: Classic
	Music 356	History of Musical Style IV: Romantic
	Music 357	History of Musical Style V: Post-Romanticism
	Music 358	History of Musical Style VI: Post World War II
Junior, spring	Music 383	Junior Applied Concentration
Junior, spring	Music 328 or 329**	Instrumental Conduction or Choral Conducting
Junior, spring	Music 333**	Teaching Secondary Music
Junior, spring	Music 221, 222B, 223, or 224*	Techniques: String, Woodwind, Brass, or Percussion
Junior, spring		Ensemble

Senior, spring or fall	Music 497	Student Teaching with Seminar
Senior, spring or fall	Music 221,222, 223, 224, or 225*	Techniques: String, Woodwind, Brass, Percussion, or Vocal
Senior, spring or fall	Music 301	Counterpoint
(select 1)	Music 302 (fall only)	Analysis
	Music 309	Orchestration
		Ensemble

* Four of the five techniques courses must be taken prior to student teaching. The fifth technique course can be taken after student teaching. First year students may not enroll in Music 222A or 222B, and must seek instructor approval to enroll in Music 225.

** Must be taken prior to student teaching.

Additional Requirements

- Pianists must complete ½ unit in accompanying, Music 031
- Participation in at least one major ensemble or the equivalent during each semester in residence, excluding the semester of student teaching.
- Two semesters of Titan Band are required for wind and percussion instrumental music education majors prior to student teaching. Register for fall semester only.
- Attendance at recitals in accordance with the requirements set by the music faculty.
- Substitutions in the prescribed courses of study may be permitted only by approval of the music faculty or an appropriate committee thereof.
- Students may enroll for a maximum of five course units in fall and spring semesters. Any exceptions must be approved by the Advisor and the Head of Music Education.
- Enrollment in at least one May term class is required.

Upper Division Interview

The Upper Division BME interview will be given during the spring semester of the sophomore year. Music Education students must successfully pass all portions of the exam (and the applied upper division jury) for admittance to the Teacher Education Program and to upper division status within the BME program. If a student is deficient on any portion of the exam, a remedial plan will be devised (by the MTAC committee in consultation with the Director of the School of Music) and one semester of probation (fall, junior year) will be granted. Students may enroll in MUS332 during the probationary semester. If significant progress has not occurred at the end of the probationary semester, which will be determined by a second (and final) examination and interview, the student will not be permitted to enroll in MUS333, MUS497A, or MUS427, and a change of major will be recommended.

The interview consists of five major areas: musical competencies, writing skills, professional qualities, personal qualities, and academic skills. In addition, the student must write a brief essay (maximum two pages) articulating reasons he/she wishes to be a music educator. The essay should include unique characteristics the candidate has to offer to the music education profession and a personal philosophy of music education.

Musical competencies include the following: score reading, descriptive analysis of musical style, sight-singing in major and/or minor keys, singing/identifying all intervals to the octave, solfeggio skills, theory, performance practices and knowledge of major field repertoire (band, orchestral, or vocal), history, style periods, and performance skills acceptable for upper division status.

FIELD EXPERIENCE REQUIREMENTS

Most courses in the Teacher Education Program incorporate opportunities for you to apply knowledge and theory to practice. Field experiences are planned to provide a gradual, sequential, and coherent introduction to the full range of teaching possibilities. They are integrated within the goals of professional education coursework and supervised by university faculty and school personnel.

Field experiences enable you to develop understandings of the school as a social system, and of the relationship of the school to the larger community. Field experiences enhance your awareness of student and school diversity. They provide a more comprehensive view of the demands of the teaching profession. Field experiences also help you recognize the dilemmas and opportunities inherent in teaching. These opportunities help you assess whether teaching is a good fit for you. Sometimes, as a result of early field experiences, students elect to withdraw from the Teacher Education Program and to prepare for an alternative career. In addition, evaluations of your performance during field experiences assist faculty and students in identifying areas requiring particular attention.

Fieldwork occurs primarily in elementary, middle, and secondary schools, but may also include involvement with child care programs and other community settings that serve children and families. It is in the field that you continue to learn the language, practices and expectations of your chosen profession, as you observe the skills of experienced professionals. It is in the field where you will develop competence in the classroom and in your interactions with children, discover and reflect upon your individual teaching abilities, and demonstrate your resourcefulness and responsiveness as you perform your professional responsibilities. You will learn to work cooperatively and collaboratively with teachers, principals and other professionals working in school settings (for example, social workers, school psychologist, speech therapists, and special education personnel). You will develop skills in communicating and interacting effectively with parents, with whom you work in partnership on the children's behalf. Finally, it is in the field that you become a teacher-scholar for social justice.

Candidates should not contact school personnel to arrange placements under any circumstances.

Note: You are encouraged to gain experience with children and in schools outside the professional education curriculum, but these hours may NOT count toward the field experience requirement. **You may not be placed in your home school or with a relative.**

Public schools are not required to offer field placements. Your field placements are a result of the hard work and dedication of local school faculty and administrative staff working in partnership with Educational Studies faculty. Your placements are planned so that you may gain the most out of the experience. Cooperating teachers working with you in pre-student teaching placements receive no compensation for this arrangement. *Therefore, please show your appreciation to them for creating this opportunity for you.*

It is understandable that you might feel some trepidation when encountering a new experience – and in particular becoming a guest member of a school and/or classroom community. While you may have been in schools before, you most likely have not taken on a professional role. The following guidelines are meant to help you make the transition from college student to school professional.

Required Hours. A minimum of one hundred hours of *documented* field experience is required for all certification candidates prior to student teaching. Each course has a specified *minimum* number of hours required over the term. You should attend your field placement site until the last day of classes, regardless of the number of hours accumulated, as cooperating teachers are counting on your participation for the entire semester. You are required to maintain a record of your hours and activities. Each course has specific field requirements and protocols outlined in syllabi materials.

Scheduling Field Hours. Field hours are scheduled at the beginning of the course in consultation with the student.

Punctuality. When rare circumstances make it impossible to be punctual, call the school *and* email your cooperating teacher. *Be sure your message is communicated clearly and to the right person.*

Absences should be limited to illness, family emergencies, and official school holidays. Absences must ALWAYS be communicated to your professor and school personnel as soon as possible. If you must be absent, call the school office. Be sure to leave a message specifically for your cooperating teacher, clearly communicating the reason for your absence. E-mail the cooperating teacher as soon as possible. All absences must be made up before or during finals week. If you know ahead of time that you will be absent, be sure to give your cooperating teacher and IWU professor advance notice.

Transportation and Parking. You are responsible for your own transportation. Some schools are within walking distance of IWU; public transportation goes to all schools. If you drive your own car, note that school parking resources usually are limited. Ask school personnel where you are to park and then park in designated parking spaces only! Failure to do so interferes with transportation for students and teachers, as well as compromises access to the school by emergency vehicles. Cars that are not parked in areas designated for parking may be *towed at your expense.*

When in your car, DO NOT pass the school buses as they load at the end of the school day. When the buses are loading and the stop arms are out, it is illegal, and extremely dangerous to pass — even in a parking lot. The bus drivers are watching and will report drivers who violate the law to the police.

Security Protocol. Learn the procedures for admittance to the school building, including signing in and out at the office each day you are at the school. Do NOT sign out at the same time you sign in. There are often circumstances when school personnel may need to know if you are in the building, and failing to follow this protocol can be very problematic.

Purchase an IWU lanyard and ID sleeve from the IWU bookstore. Put your IWU ID card in the sleeve of the badge. While at your field placement site, **always wear your IWU lanyard with your student ID.** *You may not be admitted to the school, or be asked to leave the school, if you are not wearing your ID.*

Dress. Wear clothes that are comfortable, but professional in appearance. Do not wear hats or sunglasses inside the building. Do not wear t-shirts, especially those with inappropriate language or graphics. Do not chew gum or eat candy on school premises. Do not wear earrings anywhere but on your ears. Do not dye your hair any unnatural color. Women should not wear very short skirts, low cut blouses, or low rise jeans without a long shirt. Your midriff should not be exposed. Men with long hair should tie it back. Remember, you are not a student while at the school, but a professional, so save your experimentation for on-campus life. **Always wear your IWU ID lanyard with your IWU ID card in the sleeve.** *Note: School personnel may require you to adhere to more specific dress codes.*

Communicating with teachers. If you have questions about your work with students, take the time to talk with teachers. Teachers want to be supportive, but remember that they can't know what help you need unless you communicate with them. Try to catch them before and after classes and school. As the school day is usually hectic for everyone, many teachers prefer that you e-mail them. The address for most teachers in Bloomington schools is their last name followed by their first initial and then "@district87.org." For Unit 5 teachers' e-mail addresses, log onto www.unit5.org; all teacher e-mail addresses are listed under each particular school's website.

Never publicly contradict or challenge school personnel. Although you may be working at and contributing to the school, you are a guest and a representative of IWU and should conduct yourself accordingly. *This is your opportunity to demonstrate your emerging professionalism.* If you have concerns about your participation,

discuss them with your professor, Head of Music Education, Shela Koehler, or the Director of Teacher Education. Students engaging in unprofessional behavior jeopardize their status in the Teacher Education Program, and field placements for all IWU students.

Interacting with students:

- Learn your students' names as early as possible.
- You are never to be assigned sole responsibility for supervision of children. School personnel must always be with you when children are present. **Never** take a student outside the school building.
- Treat your students with respect but demonstrate *appropriate distance* from them. Do not allow them to call you by your first name. Do not divulge information of a personal nature, and do not socialize with students after class. Be conscious of the tone of your language as well as your choice of words. Learn the school's policy regarding touching students. If you are inappropriate in your interactions school personnel will let us know. Maintain a professional rapport and you will have a successful placement.
- If a student shares information with you regarding an abusive situation, a drug problem, or a suicide attempt, it is your responsibility to report the information to appropriate school officials *immediately*. Inform the student that you cannot maintain confidentiality under these circumstances. Also complete an *Incident Report Form*, available at the Educational Studies Office, (CLA 146) or <http://www2.iwu.edu/edstudies/Forms/index.shtml> and submit it to the Director of Teacher Education. (See discussion of protocol below.)

You are a mandated child abuse and neglect reporter. This means you are obliged to act on any suspicion that you have that a child may be in danger. Refer to the Illinois Department of Children and Families manual for guidelines <http://www.state.il.us/DCFS/docs/Mandated.pdf>. It is not your role to determine if there is actual danger or abuse. When in doubt as to what to do, contact a school official and your professor. You must follow school protocols for reporting any concerns about a student. Failure to do so will affect the assessment of your professional conduct in the Teacher Education Program.

Incident Reporting Protocol. In the event you perceive that a student is likely to do harm to self or others, an immediate report must be made to school personnel. When there is some question as to what constitutes a critical incident, err on the side of caution. Do not leave the school building before you report concerns about a student to a counselor, your cooperating teacher or another person in authority. Contact and inform your professor of your concerns and actions within 24 hours of an incident to debrief, that is share (1) what you saw/heard; (2) what the student did; and (3) to whom you reported. Please ask Educational Studies faculty for assistance in processing critical events. Complete an *Incident Report Form* (CLA 146) or <http://www2.iwu.edu/edstudies/Forms/index.shtml> and turn it in to your professor. These confidential records are kept until deemed no longer necessary.

Finally, we realize that there is a lot to be learned while you are in the field. ***If you are uncertain about what to do in a situation, ask!*** As a prospective teacher you must learn to be comfortable speaking with your mentors, colleagues, and students.

STUDENT TEACHING

Declaration of Intent and Application

Successful completion of required coursework prior to student teaching does not in itself permit you to student teach. Students planning to student teach must complete an *Intent to Student Teach* form ([www. http://www2.iwu.edu/edstudies/Forms/index.shtml](http://www2.iwu.edu/edstudies/Forms/index.shtml)) and submit the intent form to the Educational Studies office in the fall term of their junior year. The Intent form includes a survey of your experience and preferences, and a biographical essay. This information is shared with potential cooperating teachers.

Submission of the Intent form *does not guarantee admission*. Admission to Student Teaching is subject to approval by the Educational Studies Department, and in some cases, the Teacher Education Committee. Approval is based on academic performance, field experience evaluations, and progress toward meeting *ISBE Standards for All Teachers*. Your status is reviewed December of your junior year and final approval is determined May prior to student teaching (December prior to student teaching for spring student teachers).

Fall or Spring Semester Student Teaching

Music candidates student teach during the fall or spring term. Faculty resources and course sequence requirements are important factors that affect scheduling of the student teaching.

The student teaching experience begins with the first day teachers report to their schools, usually about one week before the start of the IWU semester (for fall student teachers; spring student teachers the first day of class in January). The experience ends with the last day of classes at IWU, providing you with a full-time immersion experience of at least 15 weeks. The gradual increase of responsibilities for all student teachers is outlined in the *Handbook for Student Teaching* (<http://www2.iwu.edu/edstudies/handbooks/>).

Concurrent with student teaching, candidates are *required to attend a 90-120 minute weekly seminar*. During the seminar, student teachers engage in reflection and problem solving, as you discuss issues related to classroom planning and instruction, student behavior and guidance, collaborating with colleagues, and parent involvement. Weekly discussion provides candidates opportunities to share experiences with and benefit from the support of your professors and peers.

Student Teaching Field Placement

Student teachers are placed as close to the Illinois Wesleyan campus as possible, but you may be placed in communities within a 40 mile radius. You are responsible for your own transportation.

Candidates are not placed in any elementary or secondary school previously attended, nor in a school where a relative is currently employed. Site selection is made in part to facilitate supervision by IWU faculty. All placements are subject to approval by representatives of the school district.

In no case is a candidate to initiate a contact with a school administrator or cooperating teacher to arrange or cancel a placement.

Urban Education Student Teaching

The Chicago Center provides an off-campus option for student teaching. You may apply to teach in a Chicago public school while living in Chicago with student teachers from IWU and other colleges. Student teachers participate in all activities at your placement school. Each student teacher is also required to attend a weekly seminar class. Representatives from the Chicago Center visit the IWU campus twice a year (fall and spring), and are available for walk-in appointments. More information about the Center can be obtained at: <http://www.chicagocenter.org/teachchicago.htm>.

Extra-Curricular Activities

Student teaching requires your extensive time, commitment and involvement. It is expected that your full and undivided attention will be given to student teaching and the concurrent seminar. Many hours each week are needed to meet the demands of teaching — more time than has been previously invested in a semester of coursework. Engage in the pursuit of extra-curricular activities and employment with caution. *Under no circumstances may these activities prevent you from attending school every day, or participating in any late afternoon or evening school activities required of teachers.* Of primary concern to the IWU supervisor and the cooperating teacher is your demonstrated commitment to, and performance of, teaching and those professional activities related to teaching. You are encouraged, however, to become involved in extra-curricular school activities at your placement site, as long as these activities do not conflict with your primary responsibilities.

Student Teacher Supervision

Student teachers are supervised by IWU faculty who possess the appropriate teaching experience and credentials for their assignments. Supervisors make a minimum of five observations, one of which is introductory, during the student teaching term. The University supervisor confers with the student teacher, cooperating teacher, and seminar instructor to discuss and evaluate the quality of the experience and student performance. The grade for Student Teaching is the responsibility of the University supervisor.

Ninth Semester Student Teaching Tuition Reduction

Students who successfully complete student teaching during their ninth semester are eligible to receive tuition remission. Tuition equivalent to the cost of one unit of course credit (rather than four) may be approved under the following conditions:

- Completion of at least seven 300 level courses.
- Secondary candidates must complete all major requirements prior to student teaching.
- Elementary candidates must complete all minor requirements prior to student teaching.
- Completion of all other IWU graduation requirements within the previous four years (except for student teaching).
- Admission for student teaching.
- No previous enrollment in student teaching.
- Completed application for ninth semester tuition reduction no later than April 1, senior year.

Transfer students are eligible for 9th semester reduced tuition if the above conditions have been met.

Candidates planning a ninth semester:

- Inform your advisors and the Certification Coordinator before spring term junior year, and
- Defer your 300 level curriculum courses to the senior year, prior to student teaching.

If you are receiving financial aid contact the Financial Aid office prior to April 1 of your senior year to determine your eligibility for financial aid during the ninth semester.

You will receive notification from the Educational Studies Office in early May regarding the status of your tuition reduction request.

SENIOR PORTFOLIO REQUIREMENT

Purpose

Satisfactory completion of a Senior Portfolio is required for recommendation for teacher certification. Your portfolio provides evidence of your performance and commitment with respect to the TEP mission of becoming a reflective, resourceful and responsive teacher-scholar for social justice. You will also document the competencies you have demonstrated with respect to the Standards for All Teachers outlined by the Illinois State Board of Education. The Senior Portfolio requirement is also meant to help you refine your skills in producing professional portfolios, which are likely to be required for earning your standard certificate, national board certification, and other awards for teaching excellence. The portfolio, or selected elements, also may be shared with potential employers; it is not, however, a job portfolio.

Constructing your portfolio is meant to engage you in a holistic, integrated, and reflective process of self evaluation. It is our hope that you also will be creative, and produce a document that reflects who you are and where you are in your journey of becoming a teacher.

Your portfolio is a product portfolio, that is, it demonstrates mastery and contains only your best work. This is different from a process portfolio which is a progressive record of your work and development. Thus you must be selective as you decide what evidence to include, and your essays should focus on what you know and are able to do.

Format Your Senior Portfolio must be digital, and saved to a CD or DVD. Consult with Dr. Shela Koehler, Head, Music Education about specific requirements and assessment criteria.

Content

Home page. Every portfolio should have a page that identifies who you are, and an index of the documents included in your electronic portfolio. Disclaimer information should also be on this page.

Visual or auditory representation and essay. To highlight the IWU TEP emphasis on the artistic and creative nature of teaching, you will design a visual or auditory representation that symbolizes your reflections on the process of becoming a teacher. A visual representation may be a graphic, a drawing, a photograph, or a logo; an auditory representation may be an original or other music composition (with source noted) performed by you. Your representation should speak to the themes most relevant to your personal construction of becoming a teacher, which you should explain in a narrative essay.

Statement regarding what it means to you to be a teacher scholar for social justice.

Evidence/artifacts with accompanying narrative reflections. *Regardless of any other documents you select to include in your portfolio, every portfolio must include the following items:

- Long range lesson/unit plan
- Daily lesson plan
- Example of student assessment
- Evidence of student learning
- Copy of final student teaching evaluation
- Abstract of educational research project
- Significant papers or projects from your major or minor indicative of your disciplinary content knowledge.

Additional documents or artifacts may include the following:

- Revised teaching philosophy
- Digital videos of your teaching
- Digital videos of student presentations
- Audio tapes of your teaching
- Photos of your teaching and classroom (with permission or students' faces must be blurred)
- Slide shows of your teaching and student work
- Significant papers or projects any IWU courses
- Journal entries
- Written communications to parents
- Individual lesson plans
- Assessment instruments developed and used
- Sample student work, including the work of students who did not initially meet your expectations.
- Materials from professional conferences or in-service days
- Recorded field observations of students

Do not include as artifacts materials made by your professors (e.g., course syllabus) or cooperating teacher (e.g., lesson plan or student assessment).

All artifacts should be clearly labeled or captioned.

Obtain permission when using video and audio tapes and photographs of your students and colleagues.

Otherwise you must blur the faces of individuals. Also obtain student and parent permission to include sample student work. Remove names from all student work or use pseudonyms.

Timelines

It is highly recommended that you collect evidence that documents your learning and accomplishments from the first year on, in general, major, and professional education course and field experiences. Your coursework will go a long way toward helping you prepare your Senior Portfolio. In addition, saving your course syllabi and related handouts, graded course assignments, and your textbooks from your coursework will be important as you make your case for meeting the ISBE Standards for All Teachers.

NOTE----You will begin to organize your senior e-portfolio during student teaching, and complete the process during M497, student teaching seminar.

Portfolio Assessment

In general, when assessing your portfolio, faculty consider

- The quality of the written presentation
- The depth and thoughtfulness of your reflective essays.
- The specificity and relevance of the evidence.
- The organization and design of the portfolio.
- The extent to which the portfolio, as a whole, demonstrates your teaching competence with respect to the TEP mission and ISBE standards.

Any required portfolio revisions must be completed and submitted within 30 days of graduation before you may be recommended for certification. While portfolios may be revised until acceptable for certification, revisions will not count for change of course or portfolio grade.

Note: Details of the Portfolio requirement will be further explained during the student teaching seminar.

Certification and Entitlement²

Graduates of the Teacher Education Program at Illinois Wesleyan University who (1) have completed an approved teacher preparation program, (2) are recommended for that program, (3) have successfully completed the Initial Teaching Certification examinations required by the ISBE (see page 8), and (4) have met all other criteria established by IWU and the ISBE, become eligible for Initial Teaching Certificates with “highly qualified” status.

Candidates do not automatically receive a certificate upon graduation. The Educational Studies Certification Coordinator, after verifying certification requirements have been met, completes a notification of entitlement and submits it to the state. This process takes two-four weeks. Candidates are notified via email once requirements have been verified. To complete the certification process, candidates must take the following steps:

Go to the Educators’ Certification System website (<http://www.isbe.net/ECS/default.htm>) to complete the application for certification. Be prepared to use a Master Card or Visa to pay the fees (30.00). Once linked to the ECS site:

1. Set up an ECS account if you do not have one.
2. Log into ECS.
3. Select the "Applications" menu item.
4. Select the "Entitlement Certificate Application" menu item.
5. Click on the "Apply Online" link to the right of your entitlement certificate.
6. Follow the 11 step wizard through the application process.

Certificates are mailed to the address provided on the ECS system. To register your certificate, go to the ECS website and select “Register/Renew.” Follow the eleven step wizard. In step three, select the region of the state where you will be teaching, or if that is unknown, the region in which you live. If you are assigned a position in another region you can log into ECS later and register for the other region at no charge. At the end of each process use your Internet browser's print button to print the last screen. Print and save the Current Credential screen in ECS for proof of certification and registration.

Initial certificates are valid for four years. Standard Certificates are issued after that period, providing applicants have met all requirements established by the ISBE, including proof of continuing education or professional development. See http://www.isbe.net/certification/html/new_teacher.htm for specific requirements.

Placement

The Career Center has a packet of forms and instructions to aid students in setting up a credential file, which includes letters of recommendation and a resume. The Director of the Career Center also speaks to students during the student teaching seminar.

When asking for recommendations from faculty, students should make their requests in person, and have the recommendation form completed. Requests for recommendations should be made several weeks in advance.

² Graduates pursuing certification in other states should complete the Illinois process to facilitate the procedure. You will then need to apply for certification in the state you wish to teach. Specific requirements vary by state.

Advising

Music education candidates are assigned faculty advisors in the Music Education Department. All candidates are responsible for working with their advisors to develop a tentative four year course plan in order to meet University, major, and ISBE certification requirements.

Worksheet for Four Year Course Plan

Fall Semester	Spring Semester	May Term / summer
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Freshman Year

Sophomore Year

Junior Year

Senior Year

Ninth semester student teaching (option)

Check Sheet
Teacher Education Program
Illinois Wesleyan University

All candidates should maintain a record of courses taken, department correspondence, field experience logs, and all relevant materials.

First Year

- Declare a major in Music Education with the Registrar's Office.
- Review requirements and procedures in TEP Handbook; note sequence of courses.

Sophomore Year

- Meet with a Music Education faculty advisor each semester during the registration period.
- Arrange to take the Upper Division Exam (see p.16)
- Register for, take, and pass the ISBE *Basic Skills* Test by February of your sophomore year. Learn more about the exam, find study guides and register at the ICTS website: www.icts.nesinc.com/
- Set up an educator account in the Education Certification System (ECS), <http://www.isbe.state.il.us/ecs/default.htm>. This account will allow you to view and track your certification information (testing). After you graduate you will apply for your certificate through ECS.
- Complete application to Teacher Education program after completion of Music 132 (typically April of the sophomore year). Download applications from the Educational Studies webpage <http://www2.iwu.edu/edstudies/Forms/index.shtml> and return to the Educational Studies Office, CLA 146.

Junior Year

- Indicate *Intent to Student Teach*, by October 1, junior year. Download forms from the Educational Studies webpage, <http://www2.iwu.edu/edstudies/Forms/index.shtml>.
- Take TB test and turn in the card to the Certification Coordinator, Ms. Lawton, by April 20 of the spring semester before student teaching (or December 15 for spring student teachers).
- Take and pass the ISBE *Content Area* Test the semester *prior* to student teaching (April 30 for fall student teachers or Sept 30 for spring student teachers).
- 9th semester student teacher submit reduced tuition application by April 15.

Senior Year

- Submit Senior Portfolio by end of student teaching.
- Register for and take the ISBE *Assessment of Professional Teaching* (APT) exam after student teaching (February/March) or before recommendation for certification.
- Complete exit survey upon graduation. An announcement will be sent to you containing a web link.
- Attend meeting regarding procedures for obtaining your Illinois certificate (see page 27).
(An announcement will be sent to you as to when and where).

e-mail: edstudy@titan.iwu.edu
web site: <http://www2.iwu.edu/edstudies/>