ILLINOIS WESLEYAN UNIVERSITY
MUSIC EDUCATION

2011-2012

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STUDENT TEACHING CALENDAR 2011-2012

The student teaching experience extends for a full semester for all participants. Fall semester student teachers report to their respective schools on the same day that teachers return from their summer break. Student teachers are expected to attend in-service workshops and all school meetings scheduled during the term. Spring student teachers will begin on the first day teachers return after winter break.

Illinois Wesleyan University students observe the holiday schedule of the school district in which they are placed. University vacations are not observed during the student teaching period unless they coincide with public school holidays.

Early housing arrangements may be made through Illinois Wesleyan for the duration of student teaching, but placement must be made prior to August 1st through the Office of Residential Life, or the Assistant Dean of Student Affairs for fraternity members. Students who move in early may purchase individual meals for the dates prior to the start of IWU classes. Contact Sodexho at 556-3167 for more information.

School Start Dates, Fall Semester
You are required to attend mini-camps prior to the start of school. If you are student teaching in secondary instrumental band music for the fall semester, contact your assigned cooperating teacher for band camp dates.

Bloomington Public Schools, District 87 ................................................................. August 15
Clinton, District 15 ......................................................................................... August 18
El Paso Gridley, District 11 ................................................................................ August 17
Le Roy, District 2 .............................................................................................. August 19
Lincoln Community, High School District 404 ..................................................... August 18
McLean County Schools, Unit 5 ........................................................................... August 16
Morton District 709 ............................................................................................ August 15
Peoria Public Schools, District 150 ....................................................................... August 18
Trinity Lutheran School ....................................................................................... August 22

IWU Dates, Fall Semester, 2011

Classes begin ........................................................................................................ August 22
Cooperating Teacher Reception ........................................................................... August 31
Music Education Student Teaching Seminar Begins .......................................... August 24
End of First Student Teaching Experience ....................................................... October 7
Start of Second Student Teaching Experience ................................................. October 10
Last Day of Student Teaching ............................................................................. December 2
Mock Interviews (required) ............................................................................. December 6, 7, and 8
Final Seminar Date: ..................................................................................... November 30
Spring Semester, 2012

Student Teaching Begins (report to school) ................................................................. January 2
University Classes Begin ............................................................................................... January 4
Music Education Students’ Seminar Begins ............................................................... January 4
End of First Student Teaching Experience ............................................................... February 17
Start of Second Student Teaching Experience ...................................................... February 20
Last Day of Student Teaching .................................................................................... April 20

Supervisors of Student Teachers

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shela Koehler</td>
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</tbody>
</table>
INTRODUCTION

The student teaching experience is a critical phase of the Teacher Education Program. This handbook is a guide for student teachers, cooperating teachers, principals, IWU supervisors, and other professionals involved in this vital phase of the Teacher Education Program at Illinois Wesleyan University. The aim of this handbook is to clarify the policies, procedures, and responsibilities for everyone involved in the student teaching experience.

We ask that everyone read through the entire handbook to become familiar with the roles and responsibilities of all individuals. The particular mission and philosophy of teacher education at Illinois Wesleyan University provides the framework for understanding the design and expectations of the student teaching experience. The following pages provide an overview of the student teaching experience and are addressed to all participants. Separate sections follow that are specifically addressed to student teachers, cooperating teachers, and IWU supervisors.

It is impossible to overestimate the professional contributions that are made by those individuals who have agreed to mentor our student teachers. Indeed, it is because of their dedication and cooperation that Illinois Wesleyan University has been able to graduate outstanding students who are well qualified to meet the challenges of the teaching profession.

Suggestions directed toward the improvement of the IWU Teacher Education Program on the part of the superintendents, principals, cooperating teachers, IWU supervisors, student teachers, and students are welcome at any time. Please contact Shela Koehler (skoehler@iwu.edu), Head, Music Education Department.
OUR MISSION

Teachers Scholars for Social Justice

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 in so doing, who will transform the educational landscape. This is our vision of teacher-scholars committed to social justice.

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1 Adopted 2008
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, 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, 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.
OVERVIEW

Expectations for the Student Teaching Experience

The purpose of student teaching is to provide a structured experience for learning and refining the skills necessary to become an effective teacher of children with diverse abilities and backgrounds. The student teacher is expected to exhibit the ability to organize, plan, communicate, and evaluate learning experiences according to the indicators on the midterm and final evaluation forms. Student teachers will participate in all activities typically expected of their cooperating teachers, gradually assuming increasing responsibility.

Each student teacher will participate in a full semester (16 weeks) of student teaching. *Split placements will be divided evenly during the semester.*

Sequence of Responsibilities for the Student Teacher

The term of student teaching involves a gradual and sequential introduction to, and eventual assumption of, the full range of experiences associated with teaching. The following pages suggest a schedule that encourages student teachers to assume increased teaching responsibilities over the time spent in the school. As always, student teachers and cooperating teachers should consider the particular requirements of the classroom setting, students, and school. Additional expectations are explicated in the section, “To the Student Teacher” (p. 15). Please note that the Illinois State Board of Education does not allow the student teacher to be used as a teacher or substitute teacher, or receive remuneration for work performed in connection with the student teaching experience.

During all phases, student teachers should attend
- Staff development sessions and in-service days
- Faculty meetings (The student teacher’s primary role at these meetings is to listen and learn, unless asked for specific input.)
- Parent-teacher conferences
- Parent-student-teacher conferences
- Student-teacher conferences
- School projects/committees
- Faculty social events
- School concerts, before/after school rehearsals, and weekend musical events
- School events such as athletic events

Prior to the Start of School
Student teachers should contact their cooperating teachers well before the start of the school year – no later than August 1. Secondary student teachers should contact the cooperating teacher for dates of pre-school camps and rehearsals and plan to attend. All student teachers should plan on spending time during the summer (or winter break) reviewing curriculum materials, Illinois learning goals, school handbooks, and any other materials provided by the cooperating teacher. As early in the semester as possible, student teachers and cooperating teacher should collaborate to plan as many teaching experiences as possible so that the student teacher can demonstrate mastery of the performance standards cited on the midterm and final evaluation forms (see evaluation template (p.27) and content standards (p.38) or [http://www.iwu.edu/edstudies/teachers/](http://www.iwu.edu/edstudies/teachers/).
Phase I: Introductions, Orientation, and Planning

Introductions. On the first day of school, the IWU student teacher should introduce him or herself to the students in all classes he or she will be teaching. Depending upon the age of the students, the introduction should provide an explanation of the role of the student teacher, and note that student teachers are there to learn from the students as well as teach them. During the first week, student teachers may observe in the classroom, actively assist the cooperating teacher, and work with individual and small groups of students.

Early in the term student teachers should get acquainted with the students. This includes learning their names, about the communities in which they live, and their cultural, linguistic, and racial backgrounds. Student teachers should also learn about those students receiving special education services.

Orientation. During the first two weeks, student teachers should study school regulations and policy, and learn classroom information, as indicated in the table below. This is also a good time to contact teachers who supervise extra-curricular activities and ask how to become involved.

<table>
<thead>
<tr>
<th>School Regulations and Policies</th>
<th>Classroom Information</th>
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<tbody>
<tr>
<td>• Codes of conduct for students and teachers</td>
<td>• Class rosters</td>
</tr>
<tr>
<td>• School discipline policies and procedures</td>
<td>• Information about students with special needs and IEPs</td>
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<td>• Referrals to counselor or principal</td>
<td>• Classroom supplies</td>
</tr>
<tr>
<td>• Parent involvement</td>
<td>• Lesson plan format</td>
</tr>
<tr>
<td>• Faculty handbook</td>
<td>• Curriculum, resources, and materials</td>
</tr>
<tr>
<td>• Student handbook</td>
<td>• Textbooks, teacher guides, workbooks, and worksheets</td>
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<tr>
<td>• Fire drill/emergency procedures</td>
<td>• Teaching technologies in the classroom and at the school</td>
</tr>
<tr>
<td>• Accident/incident reporting</td>
<td>• Assessment instruments and procedures:</td>
</tr>
<tr>
<td>• Home/school communication</td>
<td>• Anecdotal records</td>
</tr>
<tr>
<td>• Classroom/school rules</td>
<td>• Cumulative records</td>
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<tr>
<td>• Health and safety procedures</td>
<td>• Diagnostic tests</td>
</tr>
<tr>
<td>• Other teacher responsibilities, such as bus duty or playground supervision</td>
<td>• Individual Educational Plans</td>
</tr>
<tr>
<td>• Telephone use</td>
<td>• Observation checklists</td>
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<tr>
<td></td>
<td>• Portfolios</td>
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<tr>
<td></td>
<td>• Report cards</td>
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<tr>
<td></td>
<td>• Standardized tests, including state exams, and the interpretation of results</td>
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<td></td>
<td>• Student self-evaluations</td>
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<td></td>
<td>• Teacher designed tests</td>
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<tr>
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<td>• Grade book/grading procedures</td>
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Over the course of the term, student teachers also should have experience with the people and places listed below:

**People**
- Principal
- Assistant Principals
- Grade level team and/or department members
- Parents
- Librarians/media staff
- Information Technology staff
- Nurse
- Psychologist
- Social Worker
- Counselor
- Special Education Personnel (LD, EMH, TMH, Speech, Etc.)
- Secretarial Staff
- Custodial Staff

**Places**
- Administrative Offices
- Workroom/copy machine
- Teachers' lounge/lunchroom
- Student lunchroom
- Restrooms
- Specialist areas (art, PE, music, etc.)
- Library/media center
- Staff mailboxes

**Planning.** Each student teacher and cooperating teacher should together review the performance indicators on the student teaching evaluation form (see Appendices and [http://www.iwu.edu/edstudies/teachers/](http://www.iwu.edu/edstudies/teachers/)) and make a plan as to how and when the student teacher will have an opportunity to demonstrate the expected competencies.

**Phase II: Gradual Increase in Teaching Responsibility**
The student teacher will gradually assume teaching responsibilities which will be determined by the cooperating teacher. The student teacher may start teaching one subject or skill to a small group or an entire class. The student teacher should begin with one area of concentration and gradually assume additional teaching responsibilities until full-time teaching is conducted. This period is the time for student teachers to seek consents and start collecting data and artifacts for the portfolio.

As the student teacher gradually assumes teaching responsibilities, he or she is responsible for:

(a) Planning the instruction and related activities.
(b) Gathering additional resources and materials.
(c) Implementing the instructional plan.
(d) Assessing students’ understanding and knowledge.
(e) Documenting student learning.

**All instructional plans must be written, discussed with, and have the advance approval of the cooperating teacher.** Lesson plans should include the following (in addition to seminar instructor, IWU supervisor, and cooperating teacher requirements):

- Illinois and other learning goals for students, including those with varied abilities and learning styles;
- Content area standards for teachers addressed in the lesson;
- Possible comments and questions to pose to students;
- Specific content addressed;
- Potential challenges anticipated and possible responses;
• Instructional strategies and procedures which accommodate students varied abilities and learning styles;
• Materials, resources, and technologies required; and
• Evaluation criteria: student learning and one’s teaching. Note the evidence of student learning to be collected to document the effectiveness of your teaching.

**Phase III: Full-time Teaching Responsibility** (by the 9th or 10th week)

**Complete responsibility for classroom instruction should be at least two weeks in length, but no longer than three weeks.** Planning and implementation of the educational program is the entire responsibility of the student teacher in consultation with the cooperating teacher who provides assistance, makes suggestions, and provides evaluative feedback. Pre-assessments of student learning may take place prior to the full-time teaching period.

We ask that the cooperating teacher allow the student teacher to try alternative approaches to teaching and learning in the classroom. During this time student teachers should videotape themselves teaching various lessons, and use the recordings to engage in self-assessment and for inclusion in the Senior Portfolio. The IWU supervisor should make at least one evaluative observational visit while the student teacher assumes full responsibility.

During Phases II and III, the plans regarding the performance assessment of the student teacher should be reviewed and modified as necessary.

**Phase IV: Gradual Release of Teaching Responsibility**

Upon completion of full-time teaching, the student teacher should decrease his or her teaching responsibility, gradually returning the instructional program to the cooperating teacher. Younger children (elementary grades) will require an explanation of the student teacher’s impending departure from the classroom and their lives. We recommend that the student teacher take some time to observe other classrooms in the building, with the teacher’s permission.
Evaluation of Student Teaching

The student teaching experience is performance-oriented; that is, the student teacher is evaluated on the basis of demonstrated competencies. All candidates for certification are expected to demonstrate the proficiencies outlined in each indicator of the new Illinois Professional Teaching Standards. In addition, each student teacher should demonstrate mastery of those standards specific to his or her content area. The IPTS standards and content specific standards are available at http://www.iwu.edu/edstudies/teachers/. The evaluation criteria also includes expectations specific to the IWU Teacher Education Program mission and the corresponding dispositions of reflection, resourcefulness, and responsiveness.

The evaluation of the student teaching experience is an ongoing process that is the shared responsibility of the IWU supervisor, the seminar instructor, the cooperating teacher, and the student teacher. Student teachers are expected to engage in self-assessment and reflection in addition to being assessed by their cooperating teacher(s) and supervisor. Student teachers and cooperating teachers should have regularly scheduled conferences in which students’ on-going self-assessments and the cooperating teachers’ evaluative comments are discussed. During each evaluation session, the student teacher’s strengths and areas of further growth are identified and documented. Please consult with the IWU faculty supervisor if you have any questions about how to interpret state standards, the particular teacher education mission of IWU with respect to assessing candidate performance. A sample evaluation form may be found on page 27 of this handbook and http://www.iwu.edu/edstudies/teachers/.

Below is a summary of the rights of each participant in the student teaching experience.

Student teachers have the right to:
- Participate in structuring the learning experience and defining reciprocal expectations;
- Discuss, explore, make discoveries and mistakes;
- Take responsibility for assessing his or her own work;
- Contribute meaningfully to his or her own evaluation; and to
- Expect confidentiality.

Cooperating teachers have the right to:
- Assign the student teacher classroom responsibilities according to his or her interpretation of what is in the best interests of the students;
- Participate in formal midterm and final conferences; and
- Expect prompt response to, and collaborative resolution of, any reported problems and expect an immediate response from the supervisor to any reported crisis situation.

IWU Supervisors have the right to expect:
- Weekly reflections from the student teacher over the course of the term;
- Student teachers to be prepared for site visits and conferences;
- The cooperating teacher to provide feedback on the student teacher’s progress; and
- Support from IWU faculty colleagues.

After the first introductory visit, the IWU supervisor should make five evaluative visits to the classroom, during which he or she writes field observations that serve as the basis for evaluative comments and
suggestions. The cooperating teacher, student teacher, and IWU supervisor should make every effort to review comments and suggestions at the conclusion of each visit, or as soon as possible thereafter. Student teachers and cooperating teachers should receive a copy of the IWU supervisor’s comments.

Performance Evaluation Conferences
Conferences are held at midterm (typically after the third observation) and at the end of the semester (after the fifth evaluation during full-time student teaching), to share comments and perspectives of all three individuals. For split placements, the midterm evaluation (typically after the second observation) will serve as your final evaluation for the first placement site. There will be a formal observation in the second placement site in lieu of the midterm evaluation. The final evaluation for the second placement site will take place at the end of student teaching.

All participants in the midterm and final conferences individually complete their respective forms prior to meeting. Student teachers bring their portfolio-in-progress to the midterm and final evaluation conferences. Forms and portfolios may be exchanged and previewed prior to the conference. Comments of all participants are integrated into one final form completed by the IWU supervisor and signed by all parties. The cooperating teacher and university supervisor should address the following:

- Strengths noted since the last conference.
- An area of practice that needs improvement.
- Feedback on the student teacher’s performance and portfolio-in-progress.
- Provide guidance in areas requiring further growth.
- Concerns.
- Narrative comments (for the midterm and final evaluations) on the student teacher’s proficiencies with respect to the Illinois Professional Teaching Standards.

Any serious deficiencies in the student teacher’s performance must be noted in writing by the IWU supervisor in the midterm and final evaluation. The specific tasks and behaviors necessary for the student teacher to improve his or her teaching competency should be outlined in writing in consultation with the student teacher, supervisor, and cooperating teacher. This ongoing dialogue among all participants is critical to the success of the student teaching experience. All evaluations and accompanying documentation are kept in the student teacher’s program file in the Educational Studies Department.

The final grade for student teaching is determined by the IWU supervisor. The grade is based on observation and conferencing. Music student teachers must satisfactorily complete all seminar requirements in order to pass student teaching. The supervisor consults with the cooperating teacher, student teacher, and seminar instructor prior to the assignment of a grade.

The University supervisor will give a grade of “A” in student teaching when exemplary performance is demonstrated. “A-” “B+,” and “B,” signify the student teacher has demonstrated proficiency across all standards. These are good grades and indicate that the student teacher should be a successful teacher. Grades of “B-“ or lower usually indicate the candidate still needs development or has performed unsatisfactorily. These grades earn the candidate academic credit for student teaching, however, candidates earning such grades will not be recommended for certification by the Department.
Withdrawal from Student Teaching

The student teacher will be subject to removal from student teaching for the remainder of the semester under any of the circumstances listed below:

- Engaging in unprofessional conduct, including failure to adhere to confidentiality protocols, DCFS reporting requirements, and/or the Illinois Educator Code of Ethics (http://www.isbe.state.il.us/rules/archive/pdfs/22ARK.pdf).
- Non-responsiveness to supervisor or cooperating teacher feedback and suggestions for professional development.
- Demonstrating an uncooperative or disrespectful attitude or immaturity.
- Exhibiting ongoing emotional or personal problems.
- Demonstrating an inability to work professionally with children, youth, or adults.

If a change in the student teaching placement seems advisable, the student teacher, cooperating teacher, IWU supervisor, and seminar instructor will be informed of this decision immediately. In case of withdrawal, all parties will be consulted and informed.
TO THE STUDENT TEACHER

The student teaching experience is a critical phase of the Teacher Education Program. The student teaching experience allows the integration of theory, knowledge, pedagogy, and practice. This is a time for you to establish your own teaching identity. You will have the opportunity to develop competencies, assess your professional strengths and needs, and adapt to challenging teaching situations and conditions. Some challenges you may encounter include responding to students' behaviors and experiencing a limited familiarity with a particular subject matter. On the other hand, your proficiency will improve if you view teaching as a continuous process of study, reflection, practice, and adaptation. Reflection, resourcefulness, and responsiveness, and the ability to learn from mistakes are characteristics of good teachers.

You are responsible to your cooperating teacher for carrying out all professional obligations that fall within day-to-day teaching duties, including any after school or evening assignments, such as rehearsals and performances. Most cooperating teachers will be open to your ideas and desire to experiment – if they receive full and advance communication about your intentions. You must keep in mind, however, that your cooperating teacher is responsible for his or her classroom and has the ultimate decision-making authority. You must always yield to your cooperating teacher's wishes.

Your cooperating teacher wants you to succeed, but he or she can’t know what help you need unless you communicate. Take the initiative to ask for advice and help. Ask your cooperating teacher how he or she prefers to maintain ongoing communication with you and then consult with him or her on a regular basis.

Student teaching is a learning experience: be receptive to the suggestions of your cooperating teacher and IWU supervisor. If differences arise between you and your cooperating teacher, discuss them first with your cooperating teacher as soon as possible. If assistance is needed, consult with your IWU supervisor and seminar instructor regarding the best way to negotiate any conflicts. Do not let unresolved conflicts escalate.

Do not 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. Students engaging in unprofessional behavior jeopardize their status in the Teacher Education Program and field placements for all IWU students.

Guidelines for Student Teachers

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

When in your car, DO NOT pass the school buses as they load and unload. When the buses are loading and the stop arm is 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.

Wear your IWU lanyard and ID sleeve with your IWU ID card at all times. Alternatively, you may wear ID provided by the school. You may not be admitted to the school, or be asked to leave the school, if you are not wearing your ID.

Never leave your classroom unattended. If you must leave the classroom, notify the office or teacher next door.

Confidentiality
Maintain confidentiality about individual students, families, and teachers connected with the school. Refrain from casual discussion about students in their presence, or the presence of other adults, including teachers and school personnel, when not warranted. You must sign a Confidentiality Agreement.

The exception to confidentiality is if you believe that a student is in danger of harming him/herself or someone else, or if you suspect abuse or neglect, in which case you are obliged to report the information to appropriate school officials immediately. Inform the student that you cannot maintain confidentiality under these circumstances. You must also contact and inform your supervisor of your concerns and actions within 24 hours of an incident to debrief: 1) what you saw/heard; 2) what the student did; and 3) to whom you reported. Please ask faculty for assistance in processing critical events. Complete an Incident Report Form (www.iwu.edu/edstudies; Forms & Applications link) and turn it in to your supervisor, who will forward it to the department chair.

Remember, 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 or your Professor. You may also refer to the Illinois Department of Children and Families website for a free on-line version of A Manual for Mandated Reporters (http://www.state.il.us/DCFS/docs/CFS 1050-21 Mandated Reporter Manual.pdf). 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.

Attendance
You are now assuming a professional role and must be prompt and regular in attendance. The only excusable absences are those due to personal illness, family emergency, or a death in the immediate family. Athletes may not miss school days or after hours school commitments. In the event of an excusable absence, take the following steps in the order presented below:

- Immediately notify your cooperating teacher or building principal by telephone and email. If you will miss scheduled classroom responsibilities, provide the cooperating teacher with your plans.
- Call your IWU supervisor and seminar instructor.
- In the case of illness, go to IWU Health Services.
• If there is a family emergency requiring you to leave campus, call the Dean of Students, in addition to your IWU supervisor and seminar instructor.
• Call your IWU supervisor and seminar instructor on the day you return to school so accurate records of your absences may be kept.

If you accumulate a total of five absences, you will be required to meet with your University supervisor and cooperating teacher to discuss the effect of the absences on your performance.

From the first day of your student teaching experience, maintain a continuous record of your experiences and activities, both during and after school hours, noting the total number of hours for the week on the form Time Distribution of Student Teaching Experiences. This form must be signed by your cooperating teacher and turned in to your IWU supervisor at midterm and at the end of the semester. No final grades will be given without submission of the time record.

If a teacher strike or work stoppage occurs prior to the start of the student teaching experience or after the student teaching assignment has begun, you should not report to the assigned school but instead contact your IWU seminar instructor or the Chair of the Educational Studies Department for further instructions. During a strike or work stoppage, or at any other time, no Illinois Wesleyan University student teacher may act as a substitute teacher.

Planning and Preparation
Exemplary teaching requires careful, thorough, and thoughtful preparation and planning. This helps to eliminate haphazard procedures, and aids in the organization of materials and in the sequencing of activities. As a student teacher, you will need to spend more time on planning and writing detailed lesson plans than would be expected of more experienced or expert teachers. Regardless of experience, all teachers rely upon planning to organize their instructional program.

The cooperating teacher is ultimately responsible for his or her class(es) and must approve your teaching plans as they develop. The cooperating teacher is authorized to delegate teaching responsibilities to a student teacher only when the student teacher has demonstrated competency to assume such responsibility. In addition, you must share your written lesson plans with your University supervisor upon each observation visit. Maintain a portfolio of lesson plans for evaluative purposes.

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 student teaching seminar. You will find that you need many hours each week in order to meet the demands of teaching. Providing for the needs of the students in your classroom(s) will consume more time than you have previously invested in a semester of coursework. Pursuit of extra-curricular activities during student teaching places you at risk with respect to your professional performance. In particular, music student teachers are not permitted to participate in any IWU ensemble during the semester of student teaching, regardless of “X” credit. While you are not prohibited from engaging in employment or extra-curricular activities, 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. Student teachers are encouraged, however, to become involved in extra-curricular school activities at the placement site.
Student Teaching Seminar
The student teaching seminar meets on campus once a week after school hours. The seminar provides an opportunity to address challenges encountered during the student teaching experience, and have support while you develop your Senior Portfolios. Seminar topics reflect the instructors’ assessment of your needs as student teachers. The seminar is an opportunity to step back from the classroom and reflect on your performance. It is an essential and required part of your student teaching experience.

Senior Portfolio
During the term of student teaching, you must complete the senior portfolio. Select supporting evidence that highlights your strengths and accomplishments with respect to the Illinois State Standards for all Teachers, and including those specific to your content area. This evidence may include that used to document your competencies during midterm and final evaluation conferences with your cooperating teacher and IWU supervisor. You will receive more guidelines and information about portfolio expectations during the student teaching seminar.

Program Evaluation
The quality of the Teacher Education Program and the student teaching experience is assessed on an ongoing basis. We ask, therefore, that you anonymously evaluate your cooperating teacher and your IWU supervisor. These forms are sent electronically toward the end of your student teaching semester.

Certification
Graduates of the Teacher Education Program at Illinois Wesleyan University become eligible for Initial Teaching certificates with highly qualified status in the State of Illinois. Candidates do not automatically receive a certificate upon graduation. Application for certification must be made through the Educational Studies office after successfully completing all requirements of the Program. Students are recommended for certification when the following requirements have been met:

- Completion of student teaching with no less than a B.
- Satisfactory Senior Portfolio review (no less than a C+ grade).
- Cooperating teacher recommendation.
- IWU Supervisor recommendation.
- Passing score on the ISBE APT exam.
- Final cumulative grade point average of 3.0, and in the major and professional education.
- Completion of all IWU graduation requirements. Note: If degree requirements are not completed by the last day of May Term your certificate will be processed after September 1st.

The IWU Licensure Officer holds a meeting at the end of each semester to review the process for obtaining your Illinois teaching certificate.

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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.
TO THE COOPERATING TEACHER

Teachers selected for mentoring student teachers are professionals in whom the University has great confidence. You have been invited to participate in this endeavor because of your excellent professional record and because you have indicated an earnest desire to provide beginning teachers the best possible introduction to teaching. Illinois Wesleyan University is deeply grateful to you for your willingness to mentor our candidates.

Qualifications and Experience of Student Teachers

Candidates admitted to student teaching have successfully completed the following prerequisites:

- A minimum of six courses in their major or content area.
- Professional education coursework with an emphasis on social justice issues in education, and child and adolescent development and assessment. All candidates have successfully completed curriculum and pedagogy courses in their content areas of certification. The IWU Teacher Education curriculum embeds content addressing technology and students with exceptionalities in all education courses. For course descriptions, see www.iwu.edu/edstudies; Courses of Study link.
- A minimum 3.0 Educational Studies, major, and general education grade point average.
- Passed the ISBE Basic Skills and Content Area Exam.
- Completed Illinois State Police and FBI fingerprint criminal background screening.
- Completed mandated reporter training.
- Verified negative TB test.
- Demonstrated professionalism in prior field experiences (100 hours required).

Responsibilities of the Cooperating Teacher

We believe that becoming a teacher is a life-long process requiring continual reflection. We ask, therefore, that cooperating teachers engage student teachers in ongoing discussion about their performance and ways to improve their practice. Moreover, we encourage you to communicate with the IWU supervisor about any significant success or challenges the student teacher is experiencing, and any concerns you may have.

Please familiarize yourself with the responsibilities and expectations for student teachers outlined in the preceding pages of this handbook (pp. 8-11) so that you can collaborate effectively with your student teacher. The following guidelines may also be helpful:

1. The student teaching experience is most successful when the student teacher is accepted as a professional colleague. Please introduce the student teacher to your class(es) as a teacher, co-teacher, or team teacher.

2. Share your semester plans with the student teacher. Gradually induct the student teacher into full-time teaching. We suggest that the following tasks be assigned to students prior to their assuming full-time teaching responsibility:
   - Keep the room neat and arrange the room for class activities.
   - Prepare seating charts and learn students’ names.
   - Gather resource materials and prepare teaching materials.
   - Become familiar with instructional materials, equipment, and technology.
   - Maintain student records.
• Observe your teaching strategies and the teaching of your colleagues.
• Observe parent-teacher conferences.
• Visit the school library and/or learning center.
• Assume responsibility for bulletin boards.
• Take attendance.
• Correct papers.
• Conduct short class periods.
• Tutor individual students.
• Work with small groups of students.
• Teach a group or an entire class for two or three consecutive lessons in one subject.
• Independently plan and teach specific subjects or classes.
• Independently plan and teach a unit.
• Take complete responsibility for a morning, an afternoon, and a day before assuming full-time responsibility.

3. Encourage the student teacher to become involved with students from the beginning of the term by systematically taking on teaching responsibilities.

4. Give the student teacher increasing responsibility as soon as he or she appears ready for it, but not at the expense of the students in your classroom(s).

5. Plan for the student teacher to become familiar with the total school environment (see pp. 12-13).

6. Allow the student teacher to try new and creative ideas. Assign extra-curricular activities as appropriate.

7. The student teacher will make the usual mistakes of the beginner. We ask that you the teacher understand and correct his or her mistakes so he or she can learn from them. We also encourage you to share what you have learned from your experiences.

8. The student teacher has had coursework in child and adolescent development; however, he or she will need help in applying developmental knowledge in the classroom.

9. The student teacher has had coursework in lesson and unit planning. These skills are in the formative stages, however, and he or she will need your assistance in the development and refinement of these skills.

10. The student teacher needs critical feedback on his or her teaching. On an ongoing basis, assess his or her teaching competencies. Meet regularly with the student teacher to discuss your observations and his or her self-assessments.

11. Discuss alternative approaches to different situations, allowing the student teacher to find his or her own way.

12. Communicate daily with the student teacher about classroom plans and assessment of students’ learning.

13. Discuss with the student teacher your own teaching philosophy and methods.

14. Leave the student teacher alone with the class only when you feel he or she is competent to assume this responsibility.
15. Be firm, honest, exact, and consistent in your directives and expectations. Consult with the IWU supervisor about any concerns or questions.

16. We use feedback from cooperating teachers to assess the Teacher Education Program and specifically the student teaching experience. At the end of the semester you will be directed to an online evaluation form to complete and submit to the Educational Studies Department.

17. Assist the student teacher in gaining student and parental consent for collecting evidence from the student teaching experience for his or her Senior Portfolio. This includes student work, assessments of student learning, and teaching video clips. The student teacher will modify a consent letter provided by the Educational Studies department and approved by the university Institutional Review Board.

The IWU supervisor makes an introductory visit and five evaluative observations over the semester. We urge you to be as candid as possible with the IWU supervisor, for if a problem of any kind exists, it is better for the student teacher to address it directly and promptly. In this way, the student teacher will be offered maximum opportunity to improve during the semester.

We believe that student teachers should be given as much encouragement as possible. At the same time, if a student has been given a teaching assignment which he or she seems not able to handle or which seems undesirable for all involved, IWU Educational Studies faculty expect you to communicate this to us and to the student so that steps may be taken to rectify the situation. Occasionally, differences between a student teacher and a cooperating teacher may occur and these may become serious. When any differences cannot be reconciled, they should be brought to the attention of the IWU supervisor or Shela Koehler (skoehler@iwu.edu), Head, Music Education Department at once. Any student who displays a lack of cooperation, indifference to his or her responsibilities, insolence, antagonism, or social-emotional problems should also be reported early. Although such occurrences are rare, you can count on the cooperation of Illinois Wesleyan University faculty to resolve any problems that might occur.

**Evaluation**

In addition to the informal regular conferences with the student teacher and IWU supervisor, cooperating teachers participate in a midterm and final evaluation of the student teacher. Prior to the midterm and final conferences the cooperating teacher, IWU supervisor, and student teacher should independently complete an evaluation forms and email to each other prior to the day of the conference. During these conferences the student teacher will present his or her evidence and solicit feedback on his or her performance from the cooperating teacher and, IWU supervisor. See page 12 for more information. After the conference the IWU supervisor will provide a consensus form for all participants to sign. See page 27 and [http://www.iwu.edu/edstudies/teachers/](http://www.iwu.edu/edstudies/teachers/).

**Letters of Recommendation**

We ask that you write a letter of recommendation (on school stationery) for the student teacher. The IWU Career Center, in response to school district requests, prefers that letters be submitted in electronic form, so we ask that you sign and save your letter as a pdf before emailing it directly to the Career Center (snoonan@iwu.edu). Please email an additional copy to the Educational Studies office (edstudy@iwu.edu).
You may find the general guidelines below helpful in writing the letter of reference. Provide examples that illustrate the student’s competencies in the following areas:

**Planning for and Assessment of Student Learning:** Discuss the student teacher’s ability to develop and implement lessons that set high expectations for students; his or her creativity and resourcefulness evidenced in the ability to plan for a range of individual differences (e.g., ability, backgrounds, interests); and his or her ability to adapt instructional methods and curriculum materials to the setting in which they are used.

**Content Knowledge:** Discuss the student teacher’s understanding of content taught at this particular grade level. Give examples of the student teacher’s particular strengths and weaknesses related to specific content areas. Provide examples of the student teacher’s impact on student learning.

**Learning Environment and Relationships with Students:** Discuss the student teacher’s ability to establish and maintain a classroom environment that facilitates instructional goals; his or her ability to respond appropriately to unpredictable events; his or her ability to set and enforce limits, to communicate and empathize with students; and his or her awareness of the academic, personal, and social characteristics of individual students.

**Diversity and Communication:** Describe the ways in which the student teacher displayed sensitivity and responsiveness toward individual differences (e.g., developmental, intellectual, cultural, social, gender, racial, and physical) within the classroom. Address the extent to which the student teacher demonstrated a willingness to assume an active role in facilitating students’ understandings of and respect for individual differences through the use of teaching methods and materials and in his or her daily interactions. Discuss the student teacher’s communicative effectiveness with students and professional colleagues.

**Collaboration, Professional Conduct, Professional Growth, and Reflection:** Discuss the degree to which the student teacher demonstrated a willingness to take on responsibility and exercise initiative; the extent to which he or she followed through on commitments; and his or her ability to engage in reflection and self-evaluation.

**Recognition of Services**

Illinois Wesleyan University and the Educational Studies Department recognize the valuable role provided by cooperating teachers in the education of our candidates. As a token of our appreciation, a stipend check is paid to teachers at the end of the term. (Note: Payment cannot be made without the submission of the W-9 form.)

In addition, cooperating teachers are eligible for an IWU Ames Library card and an affiliate Identification card which provides discount tickets for theater productions, reduced admission to IWU athletic events, and use of the Shirk Athletic Center. The affiliate card is a photo card, which requires cooperating teachers to have their picture taken at the IWU Security Office located at 110 E Graham Street. The security office hours are Monday through Friday 8-4:30 p.m. The card is valid for one year.
TO THE IWU SUPERVISOR

Student teachers are supervised by faculty within the Educational Studies Department. IWU supervisors are selected for their experience and expertise in the discipline and in their teaching. To a great extent, the success of the student teacher’s experience will depend upon your understanding of the student teaching situation and the communication that you establish with the student teacher and the cooperating teacher. The ISBE requires that student teaching be conducted under “close and competent” supervision. The Educational Studies Department, therefore, requires supervisors to observe and evaluate student teachers in the field at least five times over the term. We will provide you with an IWU ID lanyard to wear when in the field, as well as IWU business cards.

IWU adopts a clinical and inquiry-based approach to supervision of student teachers. Reflection, decision-making, resource and information gathering, self-direction, in addition to communication, collaboration, and support are key elements of this approach. The goal is to foster within novice teachers an orientation of reflective inquiry that will support the development of their own resourcefulness, skills, and self-directed practice. Please refer to the manual provided at the fall supervisor orientation for more information on the clinical approach to supervision and what it means in practice.

The Supervisor's Responsibilities

With Cooperating Teachers:
- Introduce yourself to student teachers and cooperating teachers.
- Act as a liaison between student teacher, cooperating teacher, and the Educational Studies Department.
- Explain the IWU supervision process to student teachers and cooperating teachers.
- Provide support for cooperating teachers.
- Ask cooperating teachers to share their observations of the student teacher’s progress.
- Ask cooperating teachers to share their classroom decision-making processes with student teachers, and to engage them in discussion of educational issues, teaching, learning, students, and student-teaching issues and concerns.
- Communicate through your behavior that the cooperating teacher is not the one being evaluated, but that he or she is a valued colleague in teacher education.
- Encourage cooperating teachers to call and e-mail you to discuss anything – even seemingly minor concerns.
- Support the cooperating teacher when in discussion with a student teacher, especially when addressing any dissonance.

With Student Teachers:
- Provide support and encouragement to student teachers.
- Encourage student teachers to form a collaborative relationship with his or her cooperating teacher.
- See that student teachers have experience with all teacher responsibilities in consultation with the student teacher and cooperating teacher.
- Recognize and respond to the emotions experienced by the student teacher. Help the student teacher understand how their personal concerns fit into the larger context of teaching and learning.
• Maintain professional boundaries with student teachers.
• Help student teachers accept and respond to criticism.
• Direct student teachers to relevant materials to broaden their knowledge and skills.
• Write a letter of reference for each student teacher (see the suggested criteria on pp. 21-22). A signed electronic copy of the letter should be sent to both the student and the Career no later than January 10 or April 30 for spring term student teachers.

To the University
• Attend two Educational Studies department meetings focused on supervision and the annual reception for cooperating teachers.
• Provide oversight regarding the completion of student teaching requirements.
• Apply ISBE/IWU performance criteria for assessing student teaching.
• Engage in data-based assessment (specific behaviors).
• Act as liaison between the University and the cooperating teacher.
• Mediate any issues arising between cooperating teacher and student teacher.
• Communicate concerns about student teachers to the Department Chair before they escalate.

Observation and Evaluation of the Student Teacher

1. Make an introductory visit to each school the first week in order to make yourself known to the cooperating teacher and the school principal.

2. Require the student teacher to give you his or her teaching schedule so that you can plan each visit in advance at mutually agreeable times.

3. Plan to make an evaluative visit (the 2nd visit) before the end of the third week of the student teaching term. Let the student teacher and the cooperating teacher know when to expect you.

4. Make at least five evaluative visits during the semester. Additional visits may be made at the request of the cooperating teacher, student teacher, seminar instructor, Department Chair, or when you deem necessary.

5. Schedule visits so that the student teacher is seen at regular intervals throughout the period in order to note progress and/or to resolve any possible difficulties.

6. During each visit, write your observations and comments in narrative form, and provide copies to the student teacher and cooperating teacher. Be sure to include length of observation, lessons observed, and information discussed during the conference. Observation forms may be obtained from the Educational Studies office, or http://www.iwu.edu/edstudies/teachers/. One copy of the completed form is placed in the file of the student teacher in the Department office at the end of the term. Keep precise and detailed notes, for these observation forms are important sources of information for the midterm conference, final evaluation and for the ISBE accreditation review.

7. After each visit, take the time to talk with the student teacher and cooperating teacher, or make arrangements for a later conference as soon as possible. Follow up these discussions with e-mail or telephone communications, if helpful.
8. Arrange two comprehensive, summary evaluations (one at midterm and one at the end of the semester). These conferences typically occur after the 3rd and 6th site visit. The cooperating teacher, supervisor, and student teacher each complete their own evaluation forms prior to the evaluation conference. The supervisor should then produce **one final document** after the conference, for all parties to sign. The purpose of these conferences is to share evaluative observations and to discuss areas of progress and deficiency. At midterm, goals should be set for the remainder of the term and dates for full-time teaching should also be determined.

9. Check that each student teacher keeps an ongoing clock-hour record of his or her experiences throughout the semester by completing the *time distribution record* ([www.iwu.edu/edstudies](http://www.iwu.edu/edstudies); Forms and Applications link). This record should be reviewed by the IWU supervisor at each visit.

10. The midterm and final evaluation forms should be submitted **electronically** to the Educational Studies office at the end of the term. Paper copies of the signature pages must be turned into the Educational Studies Office.

11. At the conclusion of the student teaching experience, submit the following to the Educational Studies Office in the folders provided by **December 19**:
   - Student Teaching Observation forms.
   - Final evaluation form – paper copy of signature page.
   - Mileage reimbursement form ([http://www.iwu.edu/edstudies/teachers/](http://www.iwu.edu/edstudies/teachers/)). Mileage is based on distance from IWU to the school. Mileage reimbursements will not be processed until all forms are submitted.

12. You will also be asked to complete an evaluation of the cooperating teacher. You will be sent a link to complete the evaluation.

Supervisors of student teachers have a critical role in the mentoring of future teachers. We appreciate the diligent and thoughtful attention supervisors dedicate to this process. Questions or comments about your role, or the supervision process, should be directed to Shela Koehler, Head, Music Education Department.

**Note:** Any critical events or circumstances observed during the student teaching experience that affect the physical or emotional health of the IWU student, or the relationship between the host school and IWU (including individual persons) should be **immediately** brought to the attention of the Head, Music Education Department, Shela Koehler: 309-556-3102.
IWU STUDENT TEACHING EVALUATION: MUSIC EDUCATION (Mus 497)

Student Teacher: ________________________________  Cooperating Teacher: ________________________________
IWU Supervisor: ________________________________  School: ________________________________
Subjects and/or grade: ________________________________  Date: ____________ Midterm__ Final__

General Directions:
All participants in the midterm and final evaluation conferences individually complete this form prior to meeting. The student teacher attaches evidence of his or her performance to the form. IWU Supervisors and Cooperating teachers may write observational evidence on the form. Forms may be exchanged and previewed prior to the conferences. Comments of all participants are integrated into one final form completed by the IWU supervisor and signed by all parties.

See http://www.iwu.edu/edstudies/teachers/

Performance Score Key:
“Unsatisfactory” (1) The student teacher demonstrates inadequate competence across the indicators, despite opportunities to demonstrate skills.
“Developing” (2) The student teacher is beginning to demonstrate adequate competence across some of the indicators, but still needs improvement in or further opportunity to demonstrate competencies across the category.
“Proficient” (3) The student teacher demonstrates competence in accord with the overall intent of the standard, as well as most indicators, and has provided sufficient evidence of having done so.
“Exemplary” (4) The student teacher exceeds all indicators for a standard, performs far beyond that of a novice teacher, and has provided strong evidence of his or her competence.

Please note: number scores do not translate into letter grades. “Proficient” ratings may earn student teaching grades of “A” while “developing” ratings rarely do.

<table>
<thead>
<tr>
<th>Student Teaching Performance Categories and Indicators (ISBE / IWU)</th>
<th>Evidence</th>
<th>Performance Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>Demonstrates knowledge of key subject matter concepts and their interrelationships and methods of inquiry, to create meaningful learning experiences that develop all students’ competence in subject matter and skill. Specific expectations for each content area are itemized below.</td>
<td></td>
</tr>
<tr>
<td><strong>Music Vocabulary</strong></td>
<td>Uses the symbols of musical notation to communicate musical sound. Identifies examples of the vocabulary of music within the context of written and aural music.</td>
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<tr>
<td></td>
<td>Score (1-4): _______  Comments (strengths &amp; areas for growth):</td>
<td></td>
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</table>

See http://www.iwu.edu/edstudies/teachers/
### Content Knowledge: The Role & Impact of Music in Culture & History

- How music shapes and reflects ideas, issues, or themes in a particular culture (e.g., popular, folk, and ethnic music of the United States).
- How musicians and their works shape culture and increase understanding of societies, past and present (e.g., analyzes the relationships between music and other aspects of a period's culture).
- Musical styles from various regions of the world.
- The developments in and distinguishing characteristics of historical and contemporary musical works by style and period.
- Composers and works of western art music, including those from under-represented groups, and from major historical and contemporary periods (e.g., baroque, classical, romantic, modern).
- How music is expanding and developing based on new technologies and societal changes.
- How music functions in commercial applications (e.g., movies and commercials).
- Careers and jobs in music.

### Content Knowledge: Music Knowledge & Skills Within & Across the Arts

- Similarities and differences in the meaning of common terms used in the various arts.
- The ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music.
- Aesthetic principles of music within and across the arts.

### Content Knowledge: Pedagogical Knowledge and Skills, including Issues of Diversity and Equity

- Methods for elementary general music education (prek-5).
- Methods for middle school/secondary choral music education (6-12).
- Methods for middle school/secondary general music education (6-12).
- Methods for middle school/secondary instrumental music education (6-12).
- Methods for students with special
<table>
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<tr>
<th>Educational Needs</th>
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<tbody>
<tr>
<td>• Methods for integrating music into other areas of the curriculum.</td>
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<tr>
<td>• Music education materials and literature for a variety of music education settings.</td>
</tr>
<tr>
<td>• Vocal classifications and ranges and the stages of vocal maturation from early childhood to late adolescence.</td>
</tr>
<tr>
<td>• Characteristics, principles, and techniques of tone production on wind, string, and percussion instruments.</td>
</tr>
<tr>
<td>• Rhythmic, harmonic, and melodic instruments (including ethnic instruments).</td>
</tr>
<tr>
<td>• Techniques of accompanying classroom and performing ensembles.</td>
</tr>
<tr>
<td>• Technology appropriate for the school music program.</td>
</tr>
<tr>
<td>• Techniques of composing (including improvisation), scoring, and arranging appropriate for a variety of instruments and voices with the school music program.</td>
</tr>
<tr>
<td>• Techniques of conducting appropriate to school performing ensembles.</td>
</tr>
<tr>
<td>• Techniques for assessing students' aptitude and achievement appropriate to the school music program.</td>
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<tr>
<th>Teaching Diverse Students</th>
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<tbody>
<tr>
<td>The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.</td>
</tr>
<tr>
<td>• Analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;</td>
</tr>
<tr>
<td>• stimulates prior knowledge and links new ideas to already familiar ideas and experiences;</td>
</tr>
<tr>
<td>• differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;</td>
</tr>
<tr>
<td>• facilitates a learning community in which individual differences are respected; and</td>
</tr>
<tr>
<td>• uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.</td>
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<tr>
<th>Content Area and Pedagogical Knowledge</th>
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</thead>
<tbody>
<tr>
<td>The competent teacher has in-depth understanding of content area knowledge that</td>
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29
includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

- evaluates teaching resources and materials for appropriateness as related to curricular content and each student’s needs;
- uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts;
- engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines;
- demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines;
- uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings;
- facilitates learning experiences that make connections to other content areas and to life experiences;
- designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities;
- adjusts practice to meet the needs of each student in the content areas; and
- applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student.

**Planning for Differentiated Instruction**
The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

- establishes high expectations for each student’s learning and behavior;
- creates short-term and long-term plans to achieve the expectations for student learning;
- uses data to plan for differentiated instruction to allow for variations in individual learning needs;
- incorporates experiences into instructional practices that relate to a student’s current life experiences and to future life experiences;

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<tr>
<th>Evidence</th>
<th>Score (1-4):______</th>
<th>Comments (strengths &amp; areas for growth):</th>
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30
• creates approaches to learning that are interdisciplinary and that integrate multiple content areas;
• develops plans based on student responses and provides for different pathways based on student needs;
• accesses and uses a wide range of information and instructional technologies to enhance a student’s ongoing growth and achievement;
• when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006);
• works with others to adapt and modify instruction to meet individual student needs; and
• develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.

### Learning Environment

The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

• creates a safe and healthy environment that maximizes student learning;
• creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals;
• uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities;
• analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;
• organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;
• engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;

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<th>Evidence</th>
<th>Score (1-4):</th>
<th>Comments (strengths &amp; areas for growth):</th>
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The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

- uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities;
- monitors and adjusts strategies in response to feedback from the student;
- varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students;
- develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical and creative thinking;
- uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences;
- uses technology to accomplish differentiated instructional objectives that enhance learning for each student;
- models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning;
- uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;
- uses effective co-planning and co-teaching techniques to deliver instruction to all students;
- maximizes instructional time (e.g., minimizes transitional time); and

**Evidence**

**Score (1-4):_____**

**Comments (strengths & areas for growth):**
• implements appropriate evidence-based instructional strategies.

### Reading, Writing, and Oral Communication

The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

• selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers);

• uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction;

• facilitates the use of appropriate word identification and vocabulary strategies to develop each student’s understanding of content;

• teaches fluency strategies to facilitate comprehension of content;

• uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning;

• teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources;

• teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar);

• integrates reading, writing, and oral communication to engage students in content learning;

• works with other teachers and support personnel to design, adjust, and modify instruction to meet students’ reading, writing, and oral communication needs; and

• stimulates discussion in the content areas for varied instructional and conversational purposes.

### Assessment

The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven

### Evidence

Score (1-4): ____
Comments (strengths & areas for growth):

### Evidence

Score (1-4): ____
Comments (strengths & areas for growth):
by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

- uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes;
- appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole;
- involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning;
- maintains useful and accurate records of student work and performance;
- accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008);
- effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress;
- collaborates with families and other professionals involved in the assessment of each student;
- uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; and
- uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

| Collaborative Relationships | Evidence | Score (1-4): _______
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<td>The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.</td>
<td>Comments (strengths &amp; areas for growth):</td>
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encourage unity, support a sense of shared purpose, show trust in one another, and value individuals;
• participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students;
• initiates collaboration with others to create opportunities that enhance student learning;
• uses digital tools and resources to promote collaborative interactions;
• uses effective co-planning and co-teaching techniques to deliver instruction to each student;
• collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students;
• develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning;
• establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being;
• uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork;
• participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted; and
• identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities.

**Professionalism, Leadership, and Advocacy**
The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.
• models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;
• maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;
• reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;
• communicates with families, responds to concerns, and contributes to enhanced family participation in student education;

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• communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats;
• collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students’ learning and school improvement;
• participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development;
• uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession;
• proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;
• is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];
• models digital etiquette and responsible social actions in the use of digital technology; and
• models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

**IWU MISSION AND DISPOSITIONS**

**Resourcefulness**
- Demonstrates initiative and self-direction.
- Demonstrates creativity.
- Learns about individual children and their families and communities.
- Goes beyond use of commercial texts and instructional resources.
- Engages in research and inquiry to enhance professional development.

**Responsiveness**
- Demonstrates interest, caring, compassion, understanding, and respect in relationships with all students, their families, and colleagues.
- Demonstrates cross-cultural competence.

**Social Justice**
- Attends to issues of equity, inclusion, justice, and democracy in relationships with students

| Evidence | Score (1-4):  
Comments (strengths & areas for growth): |
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and their families.

• Makes an effort to know every student.
• Acts as advocate for students and their families.
• Tries alternative approaches to teaching and learning, such as inclusion and other alternatives to ability grouping, authentic assessments beyond testing, and alternatives to traditional classroom discipline.
• Implements multicultural perspectives when planning curriculum and teaching.

□ **Midterm**: Describe the plan to address any areas needing improvement during the remainder of student teaching term. Student teachers should note what assistance is needed from cooperating teacher, IWU supervisor, and/or IWU faculty.

□ **Final**: The cooperating teacher and IWU supervisor should indicate whether or not the student teacher should be recommended for certification, based on the overall student teaching performance.

Print form and obtain signatures as indicated below. IWU Supervisors should submit ONE FINAL COPY of both the midterm and final forms to the Educational Studies Department at the end of the term. Signatures on the Final Evaluation indicate recommendation for certification.

Cooperating teacher /date  IWU Supervisor signature/date  Student teacher/date
MUSIC CONTENT STANDARDS

Demonstrates knowledge of key subject matter concepts and their interrelationships and methods of inquiry to create meaningful learning experiences that develop all students’ competence in subject matter and skill.

Music vocabulary
- Uses the symbols of musical notation to communicate musical sound.
- Identifies examples of the vocabulary of music within the context of written and aural music.

Create and perform music
- Performs music expressively and with technical accuracy.
- Conducts small and large ensembles.
- Devises and applies criteria using appropriate music vocabulary for evaluation of music performances and compositions.

The role and impact of music in culture and history
- How music shapes and reflects ideas, issues, or themes in a particular culture (e.g., popular, folk, and ethnic music of the United States).
- How musicians and their works shape culture and increase understanding of societies, past and present (e.g., analyzes the relationships between music and other aspects of a period's culture).
- Musical styles from various regions of the world.
- The developments in and distinguishing characteristics of historical and contemporary musical works by style and period.
- Composers and works of western art music, including those from under-represented groups, and from major historical and contemporary periods (e.g., baroque, classical, romantic, modern).
- How music is expanding and developing based on new technologies and societal changes.
- How music functions in commercial applications (e.g., movies and commercials).
- Careers and jobs in music.

Music knowledge and skills within and across the arts
- Similarities and differences in the meaning of common terms used in the various arts.
- The ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music.
- Aesthetic principles of music within and across the arts.

Pedagogical knowledge and skills, including issues of diversity and equity
- Methods for elementary general music education (prek-5).
- Methods for middle school/secondary choral music education (6-12).
- Methods for middle school/secondary general music education (6-12).
- Methods for middle school/secondary instrumental music education (6-12).
- Methods for students with special educational needs.
- Methods for integrating music into other areas of the curriculum.
- Music education materials and literature for a variety of music education settings.
- Vocal classifications and ranges and the stages of vocal maturation from early childhood to late adolescence.
- Characteristics, principles, and techniques of tone production on wind, string, and percussion instruments.
- Rhythmic, harmonic, and melodic instruments (including ethnic instruments).
- Techniques of accompanying classroom and performing ensembles.
- Technology appropriate for the school music program.
- Techniques of composing (including improvisation), scoring, and arranging appropriate for a variety of instruments and voices with the school music program.
- Techniques of conducting appropriate to school performing ensembles.
- Techniques for assessing students’ aptitude and achievement appropriate to the school music program.
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