Educational Studies Department

Music Education
Student Teaching Handbook
2012-2013
# TABLE OF CONTENTS

Introduction ..................................................................................................................................... 1  
Who We Are .................................................................................................................................... 2  
Our Mission...................................................................................................................................... 3  
Dispositions of Teacher Scholars for Social Justice ................................................................. 4  
Student Teaching Calendar 2012-2013 .................................................................................... 5  
Sequence of Student Teaching Responsibilities ........................................................................ 7  
Evaluation of Student Teaching ............................................................................................... 11  
Withdrawal from Student Teaching ........................................................................................... 13  

**TO THE STUDENT TEACHER** .............................................................................................. 14  
Expectations of Student Teachers ............................................................................................. 15  
  Transportation and Parking ........................................................................................................ 15  
  Security Protocol ...................................................................................................................... 15  
  Attendance .................................................................................................................................. 15  
    Absences ................................................................................................................................. 15  
    Teacher Strike or Work Stoppage ......................................................................................... 16  
    Substitute Teaching .............................................................................................................. 16  
  Dress ......................................................................................................................................... 16  
  Interactions with students ....................................................................................................... 16  
  Confidentiality .......................................................................................................................... 17  
  Planning and Preparation ......................................................................................................... 17  
  Student Teaching Seminar ..................................................................................................... 18  
    Senior E-Portfolio ............................................................................................................... 18  
    Videotaping .......................................................................................................................... 19  
  Program Evaluation ................................................................................................................ 19  
  Certification ............................................................................................................................... 19  

**TO THE COOPERATING TEACHER** .................................................................................... 20  
Qualifications and Experience of Student Teachers ............................................................. 20  
Substitute Teaching .................................................................................................................... 20  
Expectations of the Cooperating Teacher ............................................................................... 20  
  Evaluation ................................................................................................................................. 22  
  Letter of Recommendation ................................................................................................. 22  
Recognition of Services ............................................................................................................. 23  
Program Evaluation ................................................................................................................... 23  

**TO THE IWU SUPERVISOR** ............................................................................................... 24  
The Supervisor’s Responsibilities ............................................................................................ 24  
  Observation and Evaluation of the Student Teacher ............................................................ 25  

**Appendices**

IWU Student Teaching Evaluation Form .................................................................................. 27  
Music Content Area Standards ............................................................................................... 38  
Music Student Teaching Timetable and Checklist ............................................................... 39
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 from cooperating teachers, superintendents, principals, IWU supervisors and student teachers for improving the IWU Student Teaching experience are welcome at any time. Please contact Shela Koehler (skoehler@iwu.edu), Head, Music Education Department.
WHO WE ARE

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IWU Supervisors of Student Teachers

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<thead>
<tr>
<th>Name</th>
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</table>

email: edstudy@iwu.edu
website: http://www.iwu.edu/edstudies/
OUR MISSION\textsuperscript{1}  
Teacher 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 education and 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.

\textsuperscript{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 and 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.
STUDENT TEACHING CALENDAR 2012-2013

The student teaching experience extends for a full semester for all participants. Split placements will be divided evenly during the semester. 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 begin the first day teachers return after winter break. Chicago Center student teachers begin as directed by that office.

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.

Student teachers are expected to attend school and district in-service workshops and all school meetings scheduled during the term. 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. Student teaching ends on the last day of IWU classes.

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.

Arlington Heights School District 25 .................................................................................. August 20
Bloomington Public Schools, District 87 ........................................................................... August 15
Clinton Unit School District 15 ...................................................................................... August 20
Community High School District 128 ............................................................................. August 20
El Paso Gridley CUSD 11 ............................................................................................. August 15
Fieldcrest CUSD 6 ........................................................................................................ August 16
Hartsburg-Emden CUSD 2 ............................................................................................. August 20
Limestone High School District 310 ................................................................................. August 16
McLean County Unit District No. 5 ................................................................................. August 20
Olympia CUSD 16 ......................................................................................................... August 20
Tri-Valley CUSD 3 ........................................................................................................ August 16

IWU Dates, Fall Semester, 2012
Classes begin ...................................................................................................................... August 27
Cooperating Teacher Reception ..................................................................................... August 29
Music Education Student Teaching Seminar Begins ......................................................... August 29
End of First Student Teaching Experience ..................................................................... October 12
Start of Second Student Teaching Experience .................................................................. October 15
Last Day of Student Teaching ....................................................................................... December 7
Mock Interviews (required) ............................................................................................ TBA
Final Seminar Date ....................................................................................................... November 30
Spring Semester, 2013

Student Teaching Begins (report to school) ................................................................. January 9
University Classes Begin ............................................................................................ January 9
Music Education Students’ Seminar Begins .............................................................. January 9
End of First Student Teaching Experience ................................................................. February 15
Start of Second Student Teaching Experience ........................................................ February 18
Mock Interviews (required) ....................................................................................... TBA
Last Day of Student Teaching .................................................................................... April 23
SEQUENCE OF STUDENT TEACHING RESPONSIBILITIES

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, deliver and assess learning experiences according to the ISBE standards for all teachers. Student teachers will participate in all activities typically expected of their cooperating teachers, gradually assuming increasing responsibility. In addition, student teachers create performance portfolios during the student teaching experience.

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 schedule is a general one that allows student teachers to assume increased teaching responsibilities over the term. As always, student teachers and cooperating teachers should consider the particular requirements of the classroom setting, students, and school.

During all phases, student teachers are expected to 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 or parent-student-teacher conferences.
- Student-teacher conferences.
- School projects/committees.
- School concerts, before/after school rehearsals, and weekend musical events.
- Special education (IEP) meetings.
- Open houses and parent nights.

Prior to the Start of School
Student teachers are expected to contact their cooperating teachers 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 are expected to spend time during the summer (or winter break) reviewing curriculum materials, Illinois learning goals, school handbooks, and any other materials provided by the cooperating teacher.

Phase I: Introductions, Planning, and Orientation

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 provides an explanation of the role of the student teacher, including the fact 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 is the time for student teachers to 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.
Planning Student teachers are strongly encouraged to meet with their cooperating teacher to construct a plan for opportunities to demonstrate mastery of the ISBE performance standards for all teachers as well as those specific to the content area (http://www.iwu.edu/edstudies/teachers/).

Orientation. During the first two weeks, student teachers 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>
</tr>
</thead>
<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>
</tr>
<tr>
<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>• Teaching technologies in the classroom and at the school</td>
</tr>
<tr>
<td>• Fire drill/emergency procedures</td>
<td>• Assessment instruments and procedures:</td>
</tr>
<tr>
<td>• Accident/incident reporting</td>
<td>o Anecdotal records</td>
</tr>
<tr>
<td>• Home/school communication</td>
<td>o Cumulative records</td>
</tr>
<tr>
<td>• Classroom/school rules</td>
<td>o Diagnostic tests</td>
</tr>
<tr>
<td>• Health and safety procedures</td>
<td>o Individual Educational Plans</td>
</tr>
<tr>
<td>• Other teacher responsibilities, such as bus duty or playground supervision</td>
<td>o Observation checklists</td>
</tr>
<tr>
<td>• Telephone use</td>
<td>o Portfolios</td>
</tr>
<tr>
<td></td>
<td>o Report cards</td>
</tr>
<tr>
<td></td>
<td>o Standardized tests, including state exams, and the interpretation of results</td>
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<tr>
<td></td>
<td>o Student self-evaluations</td>
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<tr>
<td></td>
<td>o Teacher designed tests</td>
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<tr>
<td></td>
<td>o 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
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:
- Planning the instruction and related activities.
- Gathering additional resources and materials.
- Implementing the instructional plan.
- Assessing students’ understanding and knowledge.
- 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.
- Anticipated challenges and possible responses.
- Instructional strategies and procedures which accommodate students’ varied abilities and learning styles.
- Materials, resources, and technologies required.
- Evaluation criteria: student learning and your teaching. Note the evidence of student learning to be collected to document the effectiveness of your teaching.

Phase III: Full-time Teaching Responsibility
In consultation with the cooperating teacher, each student teacher will assume complete responsibility for classroom instruction for 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.

While the student teacher assumes entire responsibility for student learning, the cooperating teacher provides ongoing assistance, makes suggestions, and provides evaluative feedback on a daily basis. 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 conducts at least one evaluative observational visit and debriefing session 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. We recommend that the student teacher take some time to observe other classrooms in the building, with the teacher’s permission. Younger children (elementary grades) will require an explanation of the student teacher’s impending departure from the classroom and their lives.

During this time, student teachers will be focused on completing their portfolios in addition to preparing for the final evaluation conference. It is important therefore that classroom responsibilities begin to transition back to the cooperating teacher.

Please see the calendar on page 5 of this handbook for the last day of student teaching, which is the last day of classes at Illinois Wesleyan University. Unless student teachers are required to make up absences during finals week, all must withdraw from the field site by the last day of classes. Student teachers are expected to remain on campus during finals week to complete their portfolio in consultation with their seminar professors.
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 specified by each indicator of the Illinois Professional Teaching Standards in addition to the music specific standards. 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 teachers and IWU supervisors. We ask that cooperating teachers have regularly scheduled conferences with student teachers to discuss their ongoing development and identify and document strengths and areas of future growth. If you have questions about how state standards and the IWU teacher education mission are used with respect to assessing candidate performance, please consult with the IWU faculty supervisor.

After the first introductory visit, the IWU supervisor will conduct four evaluative observations: one prior to the midterm conference and one prior to the final evaluation conference. For split placements, the schedule will be modified for a total of five visits. Supervisors use the observation form to record field observations, comments and suggestions. Forms may be accessed at http://www.iwu.edu/edstudies/teachers/. The cooperating teacher, student teacher, and IWU supervisor will make every effort to review comments and suggestions at the conclusion of each site visit, or as soon as possible thereafter. Student teachers will receive a copy of the IWU supervisor’s observations.

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.
- 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.
- expect prompt response to, and collaborative resolution of any reported problems and an immediate response from the IWU 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.
• support from IWU faculty colleagues.

Performance Evaluation Conferences
Conferences are held at midterm (typically after the third observation) and at the end of the semester (the fifth and final 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 IWU 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, IWU supervisor, and cooperating teacher. This ongoing dialogue among all participants is critical to the success of the student teaching experience. All evaluations 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 IWU 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 following conduct. Conduct may be reported by cooperating teachers, principals, or IWU supervisors. The primary concern in such decisions will be the well-being of the students in the classroom.

- Unexcused or excessive absences.
- Repeatedly arriving to the school late, or leaving early.
- 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 IWU supervisor or cooperating teacher feedback and suggestions for professional development.
- Demonstrated uncooperative or disrespectful attitude or immaturity.
- Ongoing emotional or personal problems which interfere with one’s ability to meet professional and academic expectations.
- Demonstrating inability to work professionally with children, youth, or adults.
- Any form of corporal punishment or inappropriate physical contact.

Prior to any decision to remove a student teacher, the student teacher will be informed of performance concerns by the IWU supervisor. If appropriate, the student teacher will be asked to participate in a conference with the IWU supervisor and cooperating teacher. If it is determined that it is not possible for the student teacher to remediate noted concerns, a meeting will be held with the IWU supervisor and the Educational Studies department chair to discuss withdrawal from student teaching and its implications for the student. In case of withdrawal, all parties will be consulted and informed.

In rare circumstances, the IWU supervisor may recommend a change in the student teaching placement. In such cases, the student teacher, cooperating teacher, and seminar instructor will be informed of this decision immediately.

Re-enrolling in Student Teaching. Candidates may petition to re-enroll in student teaching the following year. A favorable response to the petition will depend upon the severity of the concerns that prompted removal from student teaching, consideration of the candidate’s growth over the intervening year, and whether the candidate appears developmentally ready to take on the responsibilities of student teaching. Ninth semester reduced tuition is not available to candidates who have been removed from student teaching.
TO THE STUDENT TEACHER

Student teaching is designed to integrate 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. Take responsibility for assessing your own performance. 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 to try new pedagogies – if they receive full and advance communication about your intentions. 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 judgment.

To a great extent, the success of your student teaching experience depends on the relationship you establish with your cooperating teacher. Be proactive in establishing regular times to co-plan with your cooperating teacher. You will need to take responsibility for explaining to your cooperating teacher IWU performance expectations, including portfolio requirements. Take the initiative to seek feedback from your cooperating teacher on all aspects of your student teaching performance. Let the cooperating teacher know when you feel ready for additional classroom responsibility, or alternatively, when expectations for your responsibilities are not understood.

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 or communication issues 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 are expected to conduct yourself accordingly. Students engaging in unprofessional behavior jeopardize their status in the Teacher Education Program and field placements for all IWU students. If you have questions about classroom or school policies and practices, consult with your IWU supervisor and seminar faculty on how to engage in discussions with your cooperating teacher.
Expectations of Student Teachers

Transportation and Parking
You are responsible for your own transportation and any related expenses. 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 will report drivers who violate the law to the police.

Security Protocol
Learn the procedures for entrance to the school building, including whether or not you need to sign in and out at the building each day. 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.

Attendance
You are now assuming a professional role and must be prompt and regular in attendance. 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 student 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.

Music student teachers are not permitted to participate in any IWU ensemble during the semester of student teaching, regardless of “X” credit. Pursuit of extra-curricular activities during student teaching places you at risk with respect to your professional performance. 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. If participation in extra-curricular activities or employment beyond 10 hours a week negatively affects your student teaching performance or overall well-being, your cooperating teacher and/or IWU supervisor will speak to you and you will be expected to remediate the situation. 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 expected to arrive well before the school day starts to plan, prepare, and consult with your cooperating teacher. Similarly, you are expected to remain present after students have been dismissed to allow time for planning and conferencing, and other after school events and extra-curricular activities. Seminar attendance, however, takes precedence over extra-curricular activities.

Absences. The only excusable absences are those due to illness, family emergency, or a death in the immediate family. This rule applies both to the school day and any after-hours school commitments.
Absences are not permitted for athletic, sorority or fraternity activities, theatre or music performances, or any other extra-curricular activities (see paragraphs above). In the event of any 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.
- Let your IWU supervisor and seminar instructor know the day you return to school.

If you accumulate five or more absences due to illness or family emergency, consult with your IWU supervisor and cooperating teacher to discuss the effect of the absences on your performance.

If you are absent from your placement for any other reason, you will be required to meet with your IWU supervisor to discuss the implications of the absences on your performance evaluation.

**Teacher Strike or Work Stoppage.** If a strike appears to be imminent prior to the start of student teaching or anytime during the term, do not report to the assigned school. Instead, contact your IWU seminar instructor or the Director of Teacher Education for further instructions. Let your cooperating teacher know you are following university procedures in these circumstances.

- During a strike or work stoppage, no IWU student teacher may act as a substitute teacher.
- While you may have your opinions of the issues under contention, do not get involved in the dispute.
- Do not cross any picket line or resume student teaching until the strike is settled.
- If your cooperating teacher invites you to attend union meetings, you may do so as a learning experience. You must, however, remain silent at any such meetings.
- Stay in touch with your IWU supervisor and seminar instructor regarding what you do with your time during any strike. Do not leave campus unless you have asked for and received permission.

**Substitute Teaching.** 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.

**Dress.** Wear clothes that are comfortable, but professional in appearance. Ask your cooperating teacher if and when wearing blue jeans is permitted. 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 in the classroom. 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 or slacks without a long shirt; your midriff or backside should not be exposed. Men with long hair should tie it back or otherwise keep it neat. Remember that you are not a student while at the school, but a professional, so save your experimentation for on-campus life. Note: School personnel may require you to adhere to more specific dress codes. Similarly, follow your cooperating teacher’s lead for “casual days.”

**Interactions with Students**
Learn your students’ names as early as possible. 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 outside of school. Do not provide students with your personal email address, Facebook, or Twitter pages. Be conscious of the tone of your language as well as your choice of words – in many cases that means adopting a formal demeanor and language. 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.

When assuming full-time teaching responsibilities, it is best if your cooperating teacher remains in the classroom, or close by. In the latter case, leave the classroom door open. When you need to have individual conferences with students, leave the classroom door open. While you may escort groups of students to the playground or bus, it is best that you not escort alone any one student outside the school building. Do not transport students in your car.

_Under no circumstances are you to administer corporal punishment._ Consult with your cooperating teacher and IWU supervisor for advice on how to manage challenging student behavior.

_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, neglect, a drug problem or signs of suicidal intentions. In such circumstances you are obliged to report the information to appropriate school officials immediately. If a student shares information with you indicating he or she may be at risk, inform the student that you cannot maintain confidentiality under these circumstances. You must not leave the school building before you report concerns about a student to a counselor, your cooperating teacher, or another person of authority. You must also contact and inform your IWU 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 ([http://www.iwu.edu/edstudies/forms/](http://www.iwu.edu/edstudies/forms/)) and turn it in to your IWU 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 IWU supervisor. Review the mandated reporter training course, [https://www.dcfstraining.org/manrep/index.jsp](https://www.dcfstraining.org/manrep/index.jsp) or refer to the Illinois Department of Children and Families _Manual for Mandated Reporters_ ([http://www.state.il.us/DCFS/docs/CFS%20201050-21%20Mandated%20Reporter%20Manual.pdf](http://www.state.il.us/DCFS/docs/CFS%20201050-21%20Mandated%20Reporter%20Manual.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.

**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 IWU supervisor upon each observation visit. Maintain a portfolio of lesson plans for evaluative purposes.

**Instructional plans must be in written form and approved by the cooperating teacher.** Advance notice is typically 48 hours, not including weekends; some cooperating teachers may require a week’s notice so that any necessary modifications to plans may be made prior to implementation. Learn your cooperating teacher’s expectations within the first two weeks of the term. Minimal requirements for lesson plans include all of the following:

- Brief title indicating content to be learned.
- Illinois and other learning goals for students, including those with varied abilities and learning styles.
- Prerequisite student knowledge needed/expected for the lesson.
- Materials, resources, and technologies required.
- Instructional strategies and procedures which accommodate students with varied abilities and learning styles.
- Possible comments and questions to pose to students.
- Potential challenges anticipated and possible responses.
- Pre and post assessments of student learning.
- IPTS and content area standards for teachers demonstrated by the lesson.

**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 e-portfolio. Seminar topics reflect the instructor’s 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 E-Portfolio**
During the term of student teaching, you must complete the senior e-portfolio. The portfolio is one way to participate in the assessment of your teaching self by involving you in the process of presenting the evidence of your own success in mastering the knowledge and skills required of teachers. As you work on your portfolio, you will find that you are well-prepared for your final student teaching evaluation conference with your cooperating teacher and IWU supervisor. The portfolio will give you a voice and empower you to take the lead in these conferences by presenting select evidence of your teaching proficiencies.

Constructing your portfolio is meant to engage you in a holistic, integrated, and reflective process of self-assessment not only of your own teaching, but of your students’ learning. 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 Illinois State Board of Education standards for all teachers, including those specific to your content area. Select supporting evidence that highlights your strengths and accomplishments. This evidence may include that used to document your competencies.
during midterm and final evaluation conferences with your cooperating teacher and IWU supervisor. 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.

**Videotaping.** The state of Illinois expects all student teachers to videotape themselves teaching various lessons as part of their performance assessment (i.e., TPAC). The student teacher is to make every effort not to include students’ faces in these videotapes, even when parental consent has been granted. Similarly, student teachers should not call students by their last names while videotaping. School and district protocols, including obtaining parental or guardian consents, will be adhered to for all videotaping.

You will receive more guidelines and information about portfolio expectations and TPAC 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 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 e-Portfolio review (no less than a C+ grade).
- Cooperating teacher recommendation.
- IWU Supervisor recommendation.
- Passing score on the ISBE APT exam.
- Final cumulative, major, and professional education grade point average of 3.0.
- 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 Assistant Director for Teacher Licensure, Kelly Lawton, conducts a meeting at the end of each semester to review the process for obtaining your Illinois teaching certificate. You will be notified by email of the day and time.

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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.
- A minimum professional education, major, and cumulative grade point average of 3.0.
- Passed the ISBE Basic Skills and Content Area Exams.
- 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).

Substitute Teaching
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.

Expectations of the Cooperating Teacher
We believe that becoming a teacher is a life-long process requiring continual reflection. We ask that cooperating teachers engage student teachers in ongoing discussions 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. 15-19) 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 (see pp. 7-10).

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 he or she appears ready for it, according to your interpretation of what is in the best interests of your students.

5. Plan for the student teacher to become familiar with the total school environment (see p.8).

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 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. The student teacher has been directed to discuss instructional plans with you at least two days in advance (you may ask for an earlier review) of the actual teaching of the lesson so that modifications can be made, information can be checked, and teaching strategies can be discussed (see p. 18 for lesson plan instructions to the student teacher).

10. The student teacher needs 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. We encourage you to be forthcoming and matter of fact.

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 instructional 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. Please remain nearby.

15. Be firm, honest, exact, and consistent in your directives and expectations. Consult with the IWU supervisor about any concerns or questions.

16. Assist the student teacher in gaining student and parental consent for collecting evidence from the student teaching experience for his or her e-portfolio (see pp. 18-19 and http://www.iwu.edu/edstudies/teachers/). This includes student work, assessments of student learning, and teaching video clips. The student teacher will modify consent letter templates provided by the Educational Studies Department and approved by the IWU Institutional Review Board.

17. Communicate with the IWU supervisor. The IWU supervisor makes an introductory visit and at least four evaluative observations over the semester in addition to arranging midterm and final evaluation conferences. 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, Music Education 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 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. You may expect an immediate response from the IWU supervisor to any reported crisis situation and a collaborative resolution of any reported problems (p. 13).

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 and student teacher will complete evaluation forms and email to each other prior to the day of the conference. A template is provided on page 27. The midterm and final evaluation form may be downloaded from http://www.iwu.edu/edstudies/teachers/.

During these conferences the student teacher takes an active role presenting his or her evidence and soliciting feedback on his or her performance from the cooperating teacher and IWU supervisor. The student teacher is viewed as a beginning teacher and given specific, written feedback regarding his or her competencies and offered guidance in areas requiring further growth. After the conference the IWU supervisor will write a summary of understandings for all participants to sign.

Letter of Recommendation
We ask that you write a letter of recommendation on school stationery for the student teacher. Most school districts prefer that letters be submitted in electronic form, so we ask that you sign and then save your letter as a pdf before emailing it directly to the student teacher to upload with his or her job application. Please email an additional copy to the Educational Studies office (edstudy@iwu.edu).

Cooperating teachers may find it useful to draw upon the final evaluation form to write the letter of reference. Additional suggestions are below.

**Content Knowledge:** Discuss the depth and breadth of the student teacher’s content knowledge. Describe how the student teacher engaged students in reading, writing, and oral communication to facilitate content learning.

**Planning For Differentiated Instruction:** Describe how the student teacher’s instructional plans set high expectations for students, demonstrated resourcefulness, and included accommodations for differences in students’ learning styles, abilities, and prior knowledge. Discuss the quality of the student teacher’s lesson and unit plans and their alignment with Common Core, state, and district learning goals.
Learning Environment: Discuss the student teacher’s effectiveness in managing the classroom learning environment. For example, how well did he or she communicate clear expectations and encourage students to take responsibility for their behavior and learning? Provide examples of how the student teacher facilitated cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, and mutual respect.

Instructional Delivery/Pedagogy: Discuss the teaching strategies used by the student teacher to foster students’ content learning and critical thinking. Comment on the ways the student teacher varied instruction in response to students during and after lessons. Describe the teaching technologies effectively applied to support student learning.

Assessment: Discuss the strategies used by the student teacher to assess student learning and use assessment information to plan for student learning. Describe how the student teacher engaged students in self-assessment and how well he or she shared and solicited information about student learning with parents or guardians.

Collaborative Relationships: Discuss the quality of the student teacher’s collaboration with you and other school personnel to support student learning and well-being. Comment on the student teacher’s relationships and collaboration with parents and guardians. Describe the student teacher’s communication with families and responsiveness to parental concerns.

Student and Family Diversity: Describe how the student teacher demonstrated appreciation and respect for diversity (e.g., developmental, intellectual, cultural, social, gender, racial, and physical) among students and their families. Discuss how the student teacher integrated multicultural perspectives into the curriculum. Describe how the student teacher assumed 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.

Professionalism: Discuss the student teacher’s professional conduct, for example, adherence to confidentiality, ethical behavior, personal responsibility, and advocacy on behalf of students. Share your observations of how the student teacher engaged in reflection and modified his or her practices to improve teaching and student learning.

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 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 8:00 a.m.-4:30 p.m.

Program Evaluation
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 asked to complete a brief online survey.
TO THE IWU SUPERVISOR

Student teachers are supervised by faculty within the Music Education 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 Music Education Department, therefore, requires supervisors to observe and evaluate student teachers in the field at least five times over the term.

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.

The Supervisor's Responsibilities

**With Cooperating Teachers:**
- Introduce yourself to the student teacher and cooperating teacher prior to the end of August.
- Act as a liaison between student teacher, cooperating teacher, and the Music Education Department.
- Explain the IWU supervision process to student teachers and cooperating teachers prior to midterm and final conferences.
- 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 pages 22-23). A signed, electronic copy of the letter is to be sent to both the student teacher and the Educational Studies office, edstudy@iwu.edu, no later than January 30 or April 30 for spring term student teachers.

To the University
• Attend the annual reception for cooperating teachers.
• Attend the first student teaching seminar to meet with your student teachers. Attend a second seminar to meet with student teachers prior to midterm conferences.
• 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 Music Education Department and the cooperating teacher.
• Mediate any issues arising between cooperating teacher and student teacher.
• Communicate concerns about student teachers to Shela Koehler before they escalate.

Observation and Evaluation of the Student Teacher

1. Make an introductory visit to each school the first week in order to meet the cooperating teacher and the school principal, and to check in with the student teacher.

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. After the first site visit, conduct two field observations and debriefing sessions prior to the October midterm conference.

4. Plan to conduct a minimum of two more field observations and debriefing sessions prior to the final conference. At least one of these site visits will be during the student teacher’s full-time teaching experience. Additional visits may be made at the request of the cooperating teacher, student teacher, seminar instructor, Department Head, or when you deem necessary.

5. 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. Maintain a file of your observations for three years. Adjunct supervisors turn in their observation forms to the Educational Studies office at the end of the term. 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 evaluation, final evaluation and for the ISBE accreditation review.

6. After each visit, take the time to talk (debrief) with the student teacher and cooperating teacher, or make arrangements for a later discussion as soon as possible. Follow up these discussions with e-mail or telephone communications, if helpful.
7. Arrange two comprehensive, summary evaluations (one at midterm and one at the end of the semester). The cooperating teacher, IWU supervisor, and student teacher each complete their own evaluation forms prior to the evaluation conference. The IWU 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.

8. 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; Forms and Applications link). This record should be reviewed by the IWU supervisor at each visit.

9. The midterm and final evaluation forms should be submitted electronically to the Educational Studies office at the end of the term. Send to Julie Lappin, jlappin@iwu.edu. Paper copies of the signature pages must be turned into the Educational Studies office.

10. At the conclusion of the student teaching experience, submit the following to the Educational Studies office by December 19:
   - Midterm conference form and paper copy of signature page.
   - Final evaluation form and paper copy of signature page.
   - Copy of observation forms (adjuncts only).

   The mileage reimbursement form (http://www.iwu.edu/edstudies/teachers/) should be submitted to the School of Music Office. Mileage is based on distance from IWU to the school. Mileage reimbursements will not be processed until all forms have been submitted.

11. You will also be asked to complete an evaluation of the cooperating teacher.

   Supervisors of student teachers have a critical role in the mentoring of future teachers. We appreciate the diligent and thoughtful attention IWU 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 of the 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accompanying documents should be brought to the conference and listed in this column. Cooperating teachers and IWU Supervisors may also note observational evidence.</td>
<td>Unsatisfactory: 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developing: 2</td>
</tr>
</tbody>
</table>

Content Knowledge
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.

<table>
<thead>
<tr>
<th>Content Knowledge Music Vocabulary</th>
<th>Evidence</th>
<th>Score (1-4):_____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses the symbols of musical notation to communicate musical sound.</td>
<td>Comments (strengths &amp; areas for growth):</td>
<td></td>
</tr>
<tr>
<td>Identifies examples of the vocabulary of music within the context of written and aural music.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Knowledge Creates and Performs Music</th>
<th>Evidence</th>
<th>Score (1-4):_____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

27
### 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.

#### Evidence

<table>
<thead>
<tr>
<th>Score (1-4): _______</th>
<th>Comments (strengths &amp; areas for growth):</th>
</tr>
</thead>
</table>

### 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.

#### Evidence

<table>
<thead>
<tr>
<th>Score (1-4): _______</th>
<th>Comments (strengths &amp; areas for growth):</th>
</tr>
</thead>
</table>

### 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 educational needs.

#### Evidence

<table>
<thead>
<tr>
<th>Score (1-4): _______</th>
<th>Comments (strengths &amp; areas for growth):</th>
</tr>
</thead>
</table>
- 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.

### Teaching Diverse Students

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.

- Analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;
- Stimulates prior knowledge and links new ideas to already familiar ideas and experiences;
- 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;
- Facilitates a learning community in which individual differences are respected; and
- Uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

### Content Area and Pedagogical Knowledge

The competent teacher has in-depth understanding of content area knowledge that 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;
- Creates approaches to learning that are

| Evidence | Score (1-4): _____ | Comments (strengths & areas for growth): |
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;
- Uses a variety of effective behavioral

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
</table>

Score (1-4):

Comments (strengths & areas for growth):
management techniques appropriate to the needs of all students that include positive behavior interventions and supports;
• Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and
• Analyzes student behavior data to develop and support positive behavior.

### Instructional Delivery

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
- Implements appropriate evidence-based

### Evidence

Score (1-4):_____
Comments (strengths & areas for growth):
### 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 by data about curricular and instructional

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Score (1-4): ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments (strengths &amp; areas for growth):</td>
<td></td>
</tr>
</tbody>
</table>

33
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.

<table>
<thead>
<tr>
<th>Collaborative Relationships</th>
<th>Evidence</th>
<th>Score (1-4): ________</th>
<th>Comments (strengths &amp; areas for growth):</th>
</tr>
</thead>
</table>

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.
- Works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that 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;
• Communicates relevant information and

**Evidence**

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

**Comments (strengths & areas for growth):**
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.

<table>
<thead>
<tr>
<th>IWU MISSION AND DISPOSITIONS</th>
<th>Evidence</th>
<th>Comments (strengths &amp; areas for growth):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resourcefulness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates initiative and self-direction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates creativity.</td>
<td></td>
<td></td>
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<tr>
<td>• Learns about individual children and their families and communities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Goes beyond use of commercial texts and instructional resources.</td>
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<td></td>
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<tr>
<td>• Engages in research and inquiry to enhance professional development.</td>
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<td></td>
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<tr>
<td><strong>Responsiveness</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Demonstrates interest, caring, compassion, understanding, and respect in relationships with all students, their families, and colleagues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates cross-cultural competence.</td>
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<tr>
<td><strong>Social Justice</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Attends to issues of equity, inclusion, justice, and democracy in relationships with students and their families.</td>
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</tr>
</tbody>
</table>
• 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 /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.
Music Student Teaching Timetable and Checklist

To be discussed with your IWU supervisor at the first meeting -- and updated and reviewed periodically prior to the start of full-time teaching. You may choose to post this document to Google docs or similar site so it can be easily updated and shared. Learn your supervisor and seminar professor’s preferences.

Name: ___________________________ Date: ___________________________

School: _____________ Cooperating Teacher: _____________ Supervisor: _____________

**Phase I: Introduction and Orientation** (complete no later than September 6)

<table>
<thead>
<tr>
<th>EXPECTATION OR ASSIGNMENT</th>
<th>DATE(S) COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have introduced myself to the students in all my classes, and explained my role as student teacher.</td>
<td></td>
</tr>
<tr>
<td>I have studied the relevant materials listed below and learned the following school regulations and policies, and classroom information:</td>
<td></td>
</tr>
<tr>
<td><strong>School Regulations and Policies</strong></td>
<td></td>
</tr>
<tr>
<td>The Faculty handbook.</td>
<td></td>
</tr>
<tr>
<td>The student handbook and in particular understand the teacher’s role with respect to school and classroom rules and discipline policies, and any particular codes of conduct for students and teachers, including telephone use.</td>
<td></td>
</tr>
<tr>
<td>Fire drill/emergency procedures</td>
<td></td>
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<tr>
<td>Accident/incident reporting</td>
<td></td>
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<tr>
<td>Health and safety procedures</td>
<td></td>
</tr>
<tr>
<td>Procedures for maintaining cumulative student records</td>
<td></td>
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<tr>
<td>Procedures for making referrals to counselor, principal, or special education</td>
<td></td>
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<tr>
<td>Parent involvement activities specific to the music program (when indicated)</td>
<td></td>
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<tr>
<td>Other teacher responsibilities, such as lunch, bus duty or playground supervision</td>
<td></td>
</tr>
<tr>
<td>The Illinois Educator Code of Ethics.</td>
<td></td>
</tr>
<tr>
<td>DCFS reporting requirements.</td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Information</strong> (for all classes to which I am assigned)</td>
<td></td>
</tr>
<tr>
<td>Class rosters</td>
<td></td>
</tr>
<tr>
<td>Information about students with special needs and their Individual Educational Plans (when permitted to view)</td>
<td></td>
</tr>
<tr>
<td>Location and use of classroom supplies</td>
<td></td>
</tr>
<tr>
<td>Lesson plan format</td>
<td></td>
</tr>
<tr>
<td>Curriculum, resources, and materials</td>
<td></td>
</tr>
<tr>
<td>Textbooks, teacher guides, workbooks, and worksheets</td>
<td></td>
</tr>
<tr>
<td>Teaching technologies in the classroom and at the school</td>
<td></td>
</tr>
<tr>
<td>Grade book/grading procedures</td>
<td></td>
</tr>
<tr>
<td>Home/school communication</td>
<td></td>
</tr>
</tbody>
</table>

I have talked with my cooperating teacher about gaining experience with the following assessment instruments and procedures:
Observation checklists  
Portfolios  
Report cards  
Standardized tests, including state exams, and the interpretation of results  
Student self-evaluations  
Teacher designed tests  
Anecdotal records  
Diagnostic tests

<table>
<thead>
<tr>
<th>I have met the following people and learned about their roles in the school:</th>
</tr>
</thead>
</table>
| 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  
Other (please specify): |

<table>
<thead>
<tr>
<th>I have located the following places in the school:</th>
</tr>
</thead>
</table>
| Administrative Offices  
Workroom/copy machine  
Teachers' lounge/lunchroom  
Student lunchroom  
Specialist areas (art, PE, music, etc.)  
Library/media center  
Staff mailboxes  
Student classrooms  
Other (please specify): |

<table>
<thead>
<tr>
<th>I have participated in the following professional development and collaboration opportunities:</th>
</tr>
</thead>
</table>
| Beginning school year in-service meetings  
Faculty / department meetings  
Parent-teacher conferences (as permitted)  
Parent-student-teacher conferences (as permitted)  
Student-teacher conferences  
School projects/committees  
Faculty social events  
Special education (IEP) meetings (as permitted)  
School events such as athletic events and concerts  
Other (please specify): |
### Phase III: Gradual Increase in Teaching Responsibility

<table>
<thead>
<tr>
<th>EXPECTATION OR ASSIGNMENT</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning:</strong> I have discussed the student teacher evaluation form (mid-term and final)</td>
<td></td>
</tr>
<tr>
<td>with my cooperating teacher and have developed a tentative plan through midterm (October 7)</td>
<td></td>
</tr>
<tr>
<td>for when I will have the opportunities to demonstrate the competencies pertinent to each</td>
<td></td>
</tr>
<tr>
<td>standard, and collect artifacts that may serve as evidence of my competencies. Thus far, I</td>
<td></td>
</tr>
<tr>
<td>have had the following experiences:</td>
<td></td>
</tr>
<tr>
<td>- Teaching a concept or skill to a small group or an entire class (please specify):</td>
<td></td>
</tr>
<tr>
<td>- Teaching several concepts or skills to a small group or an entire class (please specify):</td>
<td></td>
</tr>
<tr>
<td>- Teaching two or more entire lessons to a small group or an entire class (please specify):</td>
<td></td>
</tr>
<tr>
<td>- Complete but supervised responsibility for a full morning or full afternoon</td>
<td></td>
</tr>
<tr>
<td>- Complete but supervised responsibility for an entire day</td>
<td></td>
</tr>
<tr>
<td>- Discussed with my cooperating teacher and supervisor my performance and learning needs</td>
<td></td>
</tr>
<tr>
<td>in the above teaching experiences.</td>
<td></td>
</tr>
</tbody>
</table>

I have gradually assumed responsibility for:
- Creating and maintaining a classroom learning environment
- Planning for student learning
- Classroom instruction
- Assessing and documenting student learning

I have obtained and made a record of all parental and student consents for the purposes of the senior portfolio and Teacher Performance Assessment project, and in particular the use of video clips.

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

<table>
<thead>
<tr>
<th>EXPECTATION OR ASSIGNMENT</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have discussed with my cooperating teacher and IWU supervisor a plan for full-time</td>
<td></td>
</tr>
<tr>
<td>student teaching.</td>
<td></td>
</tr>
<tr>
<td>I have discussed with my supervisor and cooperating teacher the Teacher Performance</td>
<td></td>
</tr>
<tr>
<td>Assessment (TPAC) Plan I will use to document my teaching competencies for my Senior</td>
<td></td>
</tr>
<tr>
<td>Portfolio.</td>
<td></td>
</tr>
<tr>
<td>I have discussed with my cooperating teacher on an ongoing basis any modifications to</td>
<td></td>
</tr>
<tr>
<td>full-time teaching plans as necessary.</td>
<td></td>
</tr>
</tbody>
</table>

*Please read and indicate that you understand and will adhere to the following assurances by signing below the statements.*

I understand that all instructional plans must be discussed with and have the advance approval of my cooperating teacher.

I understand that the cooperating teacher has the discretion to take back the classroom when it is in the best interests of the students.

**Student Teacher Signature:** ___________________________    **Date:** ______________
## Phase IV: Gradual Release of Teaching Responsibility

<table>
<thead>
<tr>
<th>EXPECTATION OR ASSIGNMENT</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have completed ____ days of full-time teaching.</td>
<td></td>
</tr>
<tr>
<td>I will begin to decrease my teaching responsibilities and gradually return the instructional program to the cooperating teacher when instructed to do so.</td>
<td></td>
</tr>
<tr>
<td>I have explained to students my impending departure from the classroom and their lives, and thanked them for the opportunity to be their teacher.</td>
<td></td>
</tr>
<tr>
<td>I have observed other classrooms in the building, with the teacher’s permission.</td>
<td></td>
</tr>
<tr>
<td>I have discussed with the cooperating teacher his or her willingness to write a letter of recommendation for my credentials file.</td>
<td></td>
</tr>
<tr>
<td>I have written a formal thank you note to my cooperating teacher.</td>
<td></td>
</tr>
</tbody>
</table>