

University of Missouri – St. Louis



## Student Teaching Handbook

Music Education K-12

Spring 2022

College of Arts and Sciences: Music Department  
College of Education: Department of Educator Preparation and Leadership

University of Missouri – St. Louis  
1 University Blvd.  
St. Louis, MO 63121

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Multiple UMSL faculty may serve as University Supervisors for Student Teachers. Dr. Andy Goodman should be contacted first if there is a serious issue, regardless of who may have conducted one or more observations. Email preferred.

*Dr. J. Andy Goodman, Associate Professor and Coordinator of Music Education\_*  
*[goodmanjam@umsl.edu](mailto:goodmanjam@umsl.edu)*  
*314-516-4571 (office)*

# University of Missouri – St. Louis

## College of Education and Music Education Program

### *Our Vision*

The University of Missouri – St. Louis 21<sup>st</sup> Century College of Education, as part of Missouri’s public, metropolitan, land-grant, research university, will be a leader in developing educators for instructional, leadership, research and other roles in traditional and non-traditional learning communities. The College is a collaborative teaching and learning environment for educators and is committed to significantly advancing the quality of teaching, learning, and research as it serves a dynamic, technologically advanced and diverse metropolitan community.

### *What We Believe*

- Education is necessary and valuable for enhancing the lives of individuals and for improving society by examining, creating, and sharing knowledge.
- Effective educators understand, embrace, and celebrate diversity.
- Effective educators recognize inequities and act in ways that bring about social justice.
- Effective educators use diverse, culturally responsive strategies to provide for the individual needs of all learners.
- Effective educators practice and model ethical behavior.
- Effective educators practice and model active research and seek external support for that research.
- Effective educators use technology to increase student engagement and expand learning opportunities for all learners.
- Reflective educators make decisions about best practice informed by existing and emerging research.
- Successful learners and effective educators engage in self-reflection, critical inquiry, and creative endeavors.
- Active engagement is vital to learning.
- Continuing research is essential to inform practice, enhance the community, and advance the professions and the mission of the university.
- Partnership and collaboration among educators, other professionals, parents, students, and the community at large are essential to the learning process.
- Lifelong learning and professional development are critical to the efficacy of educators and the community in a constantly changing world.
- An organization’s structure must be consistent with and supportive of its vision.

## *Our Conceptual Framework*

The University of Missouri – St. Louis College of Education prepares pre-service educators for the challenges they face now and in the future. The Conceptual Framework, and knowledge base upon which it is built, expresses our commitment to engaging in multiple contexts, working with diverse individuals and communities, promoting and supporting social justice, developing and working in collaborative partnerships, and promoting and engaging in quality educational practice. In these ways, we create a dynamic relationship between what the student knows and the integration of new understandings, recognizing that this understanding comes about through social interactions, critical inquiry, and reflection.

The University of Missouri – St. Louis expects that its student teachers will demonstrate knowledge, skills, and dispositions indicative of the competencies and readiness needed to enter the profession as caring and qualified educators, prepared to help all students learn.

### *Student Learning Outcomes in the Bachelor of Education in Music Education*

1. Demonstrate personal music performance skills and skills in sight-singing, ear-training, piano, improvisation, and composition to a level of proficiency and expertise necessary to pursue a career in music education.
2. Articulate a personal philosophy of learning and teaching and understand how that philosophy will affect the choices they make in practice.
3. Demonstrate ability to reflect on and assess the effectiveness of their own teaching with eye toward self-improvement.
4. Be familiar with standard music curricula, particularly the National Standards for Music Education and the Missouri Fine Arts Standards for Music.
5. Diagnose and prescribe appropriate content and techniques according to the music learning sequence for all levels and types of learners.
6. Create instructional plans, long-range curriculum outlines, and assessment for music education at elementary and secondary levels, incorporating recognized best practices in music pedagogy.
7. Demonstrate competent conducting technique and rehearsal techniques appropriate for teaching.
8. Demonstrate a working knowledge of appropriate instructional materials and their use.
9. Demonstrate skills in the administration of the school music program.
10. Understand and be able to use effective classroom management skills.
11. Demonstrate through field experiences and student teaching the necessary skills and dispositions for teaching music in a variety of public-school settings.

## *Placements*

At the University of Missouri – St. Louis, students are enrolled in a pair of Practicum experiences, which follow one semester directly after the other (except in rare cases).

### **Enrollment & Structure**

Practicum I involves approximately 5 hours of field experience per week at one placement. Practicum II is full time, comprised of both a 12-week placement at their focal level (elementary or secondary) and a 4-week placement (at the other level, and at the same field site as in their Practicum I experience), all culminating in certification. Placements may be in a single district or two different districts and be arranged well in advance (except in emergency instances). You might hear Practicum I referred to as an internship and Practicum II referred to as student teaching. For purposes of this document, students in both Practicum I and II will be referred to as Student Teachers.

## *Note to Clinical Teachers*

We acknowledge the amount of time and energy that goes into hosting a student for extensive field experiences and especially for student teaching. Your mentorship is invaluable to the growth of our students and will have a career-long impact. Thank you for contributing so significantly to the educational experience of the students with whom you work!

Please take the time to familiarize yourself with this handbook, particularly the sections that pertain to your responsibilities and guidelines. It is also essential to review the Teaching Evaluation Form (used in Practicum I and II) and MEES Teacher Candidate Assessment Rubric (used in Practicum II only) that you and the University Supervisor will use to assess the Student Teacher's achievement during observations – an essential component of progressing towards and obtaining licensure. You will need to complete an online training in order to input MEES grades for your Student Teacher, which a University Supervisor will send you the link for and aid you with as needed. Also be aware that Student Teachers have assignments related to Practicum I and II, some of which require your involvement or assistance. You may certainly ask to see their course syllabi in order to understand those particulars. Thank you for contributing to our students' professional development in so many ways!

## *Clinical Teacher Responsibilities and Guidelines*

### **Orientation**

Your Student Teacher will have numerous questions when they first begin their placement with you. Please answer these in order for them to understand the norms of your school/district/classroom, and to feel oriented in their placement. It is extremely helpful for Student Teachers to get a tour of your building and learn where important places such as restrooms, the cafeteria, parking lot, library, and main office are located, as well as be introduced to faculty, staff, and administrators. If possible, also let your Student Teacher know where they might have a space of their own to work and/or keep their belongings. It is essential that Student Teachers are responsible in following school rules about signing in and out daily, and/or receiving and using an ID badge when going to and from the building. Help them to understand your school's rules and obtain an ID badge, if relevant. All of this is of course only relevant if you are in a physical classroom this semester.

UMSL students should follow all health and safety precautions expected of district employees when working with you. Expect them to hold a high standard for themselves and others, and report immediately to a University Supervisor if there are any issues. The wellbeing of the children and adults in your schools are of paramount importance, as is their own, and the appropriate precautions must be taken consistently.

If you are teaching remotely, or particularly in a virtual context, find out how to get your student teacher granted permission to use the teaching platforms you're using. It is important that they have the full teaching experience, so that should entail all the figuring out of various technologies, modes of communicating with students, delivering instruction, and conducting assessments. This is especially essential for Practicum II students but would also be ideal for students in Practicum I (if your school/district allows). Creating original instructional content is something you should most certainly expect of your student teacher (perhaps demonstration videos, tutorials, etc.), but having the same or similar access to interactive and immersive modes of working with students as you will be the most educational for student teachers as they hone pedagogical skills and prepare to enter the workforce.

Be clear about your daily and weekly schedule, including times when your Student Teacher should plan to arrive and depart. Other than required Seminars at UMSL, they should shadow you in all professional obligations and be present at the same times and places you are, including meetings, duties, and professional development sessions as applicable.

Have a conversation with your Student Teacher about how teachers dress for teaching and what is appropriate. UMSL faculty encourage pre-service educators to dress at least, if not more, professionally than you. This helps them more readily adopt their identity as a teacher, but also helps mark them as an adult (otherwise a potential challenge for young student teachers). This is true in virtual contexts as well as in person! If your Student Teacher is not dressing appropriately, please address the issue with them or contact a University Supervisor for assistance. Students may have a limited income but need to dress according to school dress codes, nonetheless.

### **Attendance and Illnesses**

Keep track of your Student Teacher's attendance and please contact their University Supervisor if they miss or are late to school, especially if tardiness or absences become a trend. Student Teachers should be present and on time every day, in whatever instructional mode you are working. They should also report absences and lateness to UMSL faculty but having the safeguard of multiple reporters is helpful for record-keeping and accountability. Give your Student Teacher instructions on how to contact you and at what time if he or she must be absent or late for any reason. If a student teacher misses more than two consecutive days of school, they must provide us with verifiable medical documentation (or other, as relevant).

Also give your Student Teacher specific instructions on what to do if *you* are ill or will otherwise be absent. Will there be a substitute teacher, and if so, do you want that person to observe while the Student Teacher takes over instruction? This is a common approach but does not have to be your expectation. Substitutes will probably need clear instructions to allow the student teachers to teach if you choose to go this route. If teaching remotely, you may need to share content with your student teacher virtually so that, in the instance of your being absent, the student teacher can access the content you were planning on using. This will avoid any moments of panic, and aid in transparency of your curriculum, too.

For students in Practicum I, fieldwork time will be officially counted toward their course grade by an end-of-semester email thread verifying the time spent working with you. Please keep track of this in a manner that works for you as the semester progresses in order to accurately report that information in December.

### **Initial Experiences**

Student Teachers will mostly observe and assist at the start of their placement. Feel free to ask them to help in any way – setting up the teaching space (real or virtual), making photocopies or creating instructional content, getting instruments or technology ready, or any other task that needs to get done. This is also an ideal time to help them learn about the culture of the school, rules you wish to establish, classroom procedures and norms you've established in interacting with your students, and routines they are expected to follow. Since it is very important for the student teacher to begin learning your students' names, please share copies of your class rosters, attendance sheets, or even photographs in order to facilitate this process. The sooner they address students by name, the better! Similarly, once a Student Teacher appears ready to take on teaching responsibilities, please allow them to do so as you feel comfortable. Student Teachers benefit greatly from as much instructional time with “real students” as they can get!

### **Lesson Plans and Teaching**

Planning for teaching is an imperative skill that novice teachers need to practice regularly throughout their student teaching and beyond. Student Teachers are much more successful if they have carefully thought through every step of each lesson they instruct. They should use the lesson plan template included in this handbook or another that includes a similar level of detail, which should aid them in drafting thorough, organized lesson plans.

Be sure to ask the Student Teacher for a copy of their plans in advance and give them feedback before they teach. It is appropriate for them to submit written plans to you at least a day ahead of time so you have time to review and make suggestions if changes are warranted. Novice teachers' success often depends on their advanced planning. Please do not make negative comments about the important process of writing lesson plans in detail, even if you no longer do this yourself. We know that many seasoned teachers do not write out lesson plans at this point in their careers. Nonetheless, student teachers need to take this important step. Whenever possible, please give your Student Teacher a copy of your lesson plans and broader curricular schedules/maps so they have a jumping off spot for their planning. And certainly, feel free to offer guidance to your Student Teacher about their lesson planning, since you are best acquainted with your curriculum and your students!

### **Feedback and Assessments**

Feedback about a Student Teacher's progress is a necessary and vital part of student teaching. The Clinical Teacher is in a position to give ongoing feedback as an aid to professional growth, a very important function in the Student Teacher's development. Please provide guidance to assist in developing and refining your Student Teacher's skills, knowledge, and professional dispositions, helping the Student Teacher diagnose problems, determine solutions, set objectives, give assessments, and evaluate and respond to the results. Give constructive criticism in a positive, supportive manner but be very clear about perceived weaknesses or other concerns you may have. Provide your Student Teacher with a balance of praise and clear, honest critique so they may construct aims for their ongoing work in your classroom. Also encourage your Student Teacher to videotape themselves regularly so they can see for themselves what you are seeing.



For students in Practicum I, the student should fill out the Teaching Evaluation Form and the two of you should discuss their work and progress as they take on more teaching duties over time.

For students in Practicum II, a valuable practice is to set aside a time each week during which you can discuss the progress made and areas in which growth is still needed. The Teaching Evaluation Form should be used for every teaching episode you observe, in person or virtual. Select 3-5 areas in the table on which to focus for each weekly observation (i.e., don't feel obligated to complete each field!), and provide comments for those as well as responding to the prompts at the bottom of the sheet. Give a copy of the form to your Student Teacher so they know where they are excelling, and what areas they should target for focused improvement. Though weekly evaluations will not count toward the Student Teacher's course grade, they will be pivotal to their growth as music teachers and help identify strengths and weaknesses over the course of the placement. These are not meant to be a burden, but rather provide you some dedicated time to offer suggestions quickly and effectively about the student teacher's work and progress. They should also help inform formal MEES evaluations that will move the Student Teacher toward certification. We ask that the Student Teacher keep a folder (physical or electronic) with all evaluations from both their Clinical Teacher(s) and University Supervisor(s). During each evaluation, refer to previous evaluations to gauge progress and the Student Teacher's responsiveness to prior critiques and suggestions. It is very important to fill out regular evaluations and for the student teacher to carefully keep these copies as a way to identify problem spots and track growth.

For formal observations (that a University Supervisor will also evaluate), please fill out the form in its entirety. For Practicum I students a version of this form will also serve as their summative assessment.

At the conclusion of Practicum I, we ask that Clinical Teachers complete a summative evaluation using a state-provided rubric. An online training is required to be eligible as a rater; this will be emailed to you with instructions near the beginning of the semester. During Practicum II, UMSL relies on Clinical Teachers to complete 2 formal evaluations of the Student Teacher – 1 formative (mid-placement) and 1 summative (end of placement).

### **Instructional Transitions**

Transitions are difficult for almost all Student Teachers. Share with them ideas for beginning and ending class sessions or teaching episodes. You probably have multiple ways to move students through transitions efficiently, so share some of your techniques – this may take on new forms in virtual or distance learning environments but is still important to consider. Encourage your Student Teacher to plan how they will handle transitions in advance. Novice teachers do not always realize how much some advance planning helps minimize disruptions and distractions to instruction when flowing from one activity to the next.

### **Management Routines and Techniques**

Novice teachers are typically most nervous about ways to approach student behavior and classroom management. Given that you may be teaching in online contexts at least part of the time, this issue becomes challenging in new ways. Please review school policies and procedures regarding student conduct, and particularly expectations during the pandemic since most districts have made significant modifications in this area for "specials." Discuss your classroom rules, and consequences used when these are broken. Describe strategies that can be used if a serious disciplinary issue arises, and strategies for more common incidents. Often just having a procedure in place makes a student teacher feel more secure, even if it never becomes necessary to use that procedure. These are important to review whether doing in person instruction or not, and you may have one set of guidelines for remote

instruction and another for face-to-face instruction; all of these variables should be shared and used by both you and your Student Teacher. Because you are an experienced teacher, you probably have strong feelings regarding classroom management and ways to motivate students. Feel free to share your own philosophies, methods, and ideas for a maintaining a positive classroom environment. Above all, offer the student teacher a “worst case scenario” example. If they were to witness physical fighting or verbal bullying, for example, how should they handle it? Is there a way to quickly send a student to the office or get help, or ways you intervene in such instances that the Student Teacher can adopt?

Communicate how and when they should administer bathroom, drink, or phone privileges if teaching in person at all. If students need a pass to be in the hallway, how is that given? What happens when multiple students want to go to the bathroom at the same time? Or if a student vomits in the room during instruction? The same is true for online instruction. What should they do if only one student shows up for a planned class session? How would you prefer they handle students being off-task during online classes, whether in full-group or breakout sessions? Knowing how to handle these issues can turn a potential crisis into a major student teaching success story and boost their confidence greatly.

### **Mentorship Checklist**

To acclimate your Student Teacher, please do the following:

- Introduce them as a professional colleague rather than simply as a student.
- If doing any online or otherwise remote instruction, ask permission and/or for technology personnel to assist in getting your Student Teacher set up in the systems you’ll be using for instruction this semester. Any virtual spaces you have access to (with the possible exception of grading systems) are spaces that would be valuable for the Student Teacher to gain experience using as well and will allow them to be an integral a part of your work this semester.
- Allow them to observe for a period of time before asking them to teach. Typically, the first several days are used for this purpose. Consider providing them with focused questions or topics (e.g., modes of student motivation, instructional methods, differentiation tactics) prior to observing so you can have a productive and focused conversation afterward.
- Wean them into teaching responsibilities with lessons of increasing length and independence. Have them teach in a limited way before asking them to teach a full class, perhaps with individual students or small group instruction, and/or while following a lesson outlined by the you. The Student Teacher may also be asked to observe a lesson and then later teach that same lesson to another group of students.
- Assist them with developing a lesson plan. A good bit of discussion and editing may be necessary to develop a quality lesson plan, particularly at the beginning.
- Check their record keeping. Documentary evidence is essential in dealing with problems proactively (and reactively as necessary). Student Teachers should be writing journal entries multiple times per week to reflect on their observations and experiences (you should not expect to read these, just ensure that they are being written).
- The Student Teacher may be privileged to see student records. Share student records, medical histories, etc. at your discretion, while being mindful of your district and school’s legal policies.
- Expect them to attend to extracurricular responsibilities. Student Teachers should experience all aspects of a teacher’s job, including grading papers and record keeping or administrative tasks, department and faculty meetings, assemblies, class activities, PTA and Booster meetings, homeroom activities, student government, school research, gathering and/or creating materials for classes, duties, and involvement in club supervision. This semester that may also involve becoming familiar with various technologies and online resources and assisting you with these.

- Assist them with their MoCA Tasks. These tasks can be confusing and are mandated by the state of Missouri. They are submitted and graded electronically. Any advice or assistance that you can share with the Student Teachers would be greatly appreciated.

### **Allowance for Autonomy**

It is unrealistic to expect that each attempt made by Student Teachers will be successful. Growth often takes place when Student Teachers feel free to experiment without fear of being penalized. It is essential that they understand that they can learn and benefit from mistakes. We encourage you to support them in these efforts, including novel instructional approaches, use of new technologies, or lesson plan ideas. As they develop greater independence, they should become more autonomous in all their teaching, planning, and assessment endeavors. We appreciate your providing opportunities for your Student Teacher to show initiative and creativity!

### **Encountering Difficulties**

If you feel uncomfortable about anything your Student Teacher has said or done, contact a University Supervisor right away. We will proactively help to resolve the problem. Since University Supervisors won't be physically on-site with you at all this semester, communication via email or phone will be that much more important. Sending messages (even if you're unsure if something is a problem but you don't feel 100% comfortable or just have a question) will help us manage any potential situations in a more timely manner. With some notice, we hope to tackle small problems before they become big ones. If you feel that a student teacher has committed a serious transgression, let us know immediately. You may ask to have the student teacher removed at any time.

## *Student Teacher Responsibilities and Expectations*

### **Orienting Questions**

At the beginning of each student teaching placement, find out answers to the following:

1. What course materials are used? How can I access teacher manuals, curriculum guides, etc.?
2. What are the expectations about lesson plans, small group activities, what technology is available, professional development, extra duty assignments, bulletin boards, etc.?
3. Where can you find the demographic and reporting information for the district?
4. What forms of assessments are used? How and when?
5. What types of responsibilities outside of the school day am I expected to attend, if any?
6. Are there students with special needs in any of your classes? What accommodations have been made for these students?
7. If teaching in person, where should I put my coat, etc.? Is there a place I can work? If teaching virtually, are we working from home or a classroom, or some combination of these things?
8. What are the standard operating procedures and routines of the school and of music classes?
9. What should I do to do in case of various drills or emergencies, or if I see behaviors like violence or bullying?
10. What COVID-19 precautions are being used in the building and classroom? Are there cleaning procedures I can help with between classes, or other ways I can ensure everyone stays healthy?
11. What are the procedures for students to enter the building, attend assemblies, move from one class to another, and leave the building?
12. What do the different bell signals mean?
13. How are grades and attendance reported?
14. What procedure should be followed in case of a student absence?

15. What are school or district policies for releasing students from school for religious instruction or observances, medical or dental appointments, or emergencies?
16. How do you interact or collaborate with the school nurse, counselor, librarian, office secretary, custodian, and other support personnel?
17. What are the procedures for obtaining supplies, instructional aides, making copies, and getting help with computer/technology services? If teaching online at all, what technologies do students have access to and what are the expectations for their remote attendance and learning?
18. What are the school discipline/office referral policies?

### **UMSL Seminars**

Practicum I and II students will meet in their respective groups regularly over the course of the semester. These meetings serve as opportunities to discuss progress, address concerns, and share professional guidance. *It is required that students attend sessions* (see schedule in Practicum syllabus), even if there is a conflict with instructional time or extracurricular rehearsals/meetings. A concert or Open House at the placement school are the only exceptions to the expectation for Seminar attendance. Notify Dr. Goodman in advance if you become aware of such a conflict.

### **Schedule**

Student Teachers (in Practicum II) are to follow the schedule and time requirements of the building to which they are assigned. As such, they should report at the same time that their Clinical Teachers do and be present each day until the teacher workday is over, or otherwise work the same hours. Student Teachers in both Practicum I and II follow the building's calendar of holidays and other activities as well, and are expected to attend workshops, other in-service requirements, Open Houses, etc. that the regular teacher attends.

Practicum I students should adhere to a weekly schedule arranged with their Clinical Teacher. The student and Clinical Teacher should keep an ongoing record of the days and times of their field experience, as this record will be shared at the end of the semester as verification of their work.

### **Attire**

Student Teachers should dress in a professional manner and take cues for general dress requirements from your Clinical Teacher. Due to their established position, your Clinical Teacher may dress in a more casual manner. It is important that as a new member of the teaching staff you establish yourself as a professional. UMSL expects you to dress in a professional manner each day. If your school has a designated casual dress day, please consider a business casual approach rather than wearing jeans. Beware that your attire will send a message whether teaching remotely or in person!

### **Behavior and Professional Dispositions**

Student Teachers are expected to display enthusiasm, a genuine mission to succeed, and the willingness to follow suggestions and directions of their Clinical Teacher. Be consistently courteous, polite, organized, and exhibit gratitude to your Clinical Teacher and others in the school if working on site. Bear in mind that students will view you as an adult role model. Model the behaviors and demeanor that you would like to see from them. The Student Teacher should follow the guidance of their Clinical Teacher rather than attempt to impose their preferences, though professional dialogue is certainly encouraged.

The three pillars of an excellent educator are content area knowledge and skills, pedagogy, and professional dispositions. All three are considered essential to successful student teaching. Attend to each equally. UMSL Student Teachers are expected to foster and develop professional dispositions in order to demonstrate that they are perceived as:

Organized	Empathetic	Engaged in life-long learning	Innovating/Creative
Self-reflective	Reliable	Invested in student learning	Committed/Dedicated
Clear communicators	Thoughtful/Receptive	Independent problem-solvers and/or proactive advice-seekers	Collaborative
Active listeners	Motivated	Knowledgeable/skillful	Culturally competent
Flexible	Punctual	Prepared	Encouraging

### **Lesson Planning and Reflection**

Lesson planning and reflection are essential components of being an effective educator and should be incorporated into your professional practice at this stage of your career. Complete, written lesson plans (using the provided template in this handbook or another similarly detailed one) are required for each lesson taught and should reflect the curricular requirements for your students, careful planning and decision-making, and activities that are teaching mode- and age-appropriate. Submit plans to your Clinical Teacher at least a day in advance so that they have time to review them, then provide feedback and recommend possible revisions. You should discuss teaching episodes afterwards.

Make a habit of writing reflections on your experiences observing, assisting with various tasks, and teaching on a regular basis (using either the Self Evaluation Form or Teaching Evaluation Form found in this handbook, or in the latter part of Practicum II through less formal reflection in your journal). Consider things you didn't know or hadn't thought of before that you are now encountering, your thoughts on lesson planning, instructional techniques, student development and learning, and assessment, among other things. Reflect on your reactions to students of various ages and your level of comfort doing different types of activities (singing, moving, playing instruments, etc.) or teaching in different modes (in person, remote/virtual, hybrid). Include both positive and negative information, being careful not to focus only on one or the other. Aim to keep a running log of 2 things that struck you as particularly positive during the time you're reflecting on, 2 things that you think you could improve on or learn more about, and at least 1 thing that surprised you. Reflections should be kept in an observation journal – physical or electronic – but will need to be shareable (i.e., legible). Students in both Practicum levels will submit observation journals for a grade, but please do not worry about censoring your thoughts! Your journal is bound to include questions, wonderings, critiques, emotional responses, and more. That is all expected, normal, and will not be met with judgment! What is most important in your journals is that you are honest and thorough (considering all facets of the teaching and learning experience for you and the students with whom you're working). University Supervisors will be focusing on the *quality* and *depth* of your reflections and analyses.

### **Teaching**

Take every opportunity to teach that arises! Early in your fieldwork, and throughout all of Practicum I, this might mean working with individuals or small groups of students, creating short online tutorials, running warm-ups, co-teaching portions of a lesson with your Clinical Teacher. Eventually you should

adopt as much of your Clinical Teacher's schedule as possible, particularly in Practicum II; this way you will get a sense of what it feels like to plan for and teach an entire week or more.

Videotape yourself teaching regularly. Fill out a Self-Evaluation Form (at the end of this handbook) each time you watch a video of your teaching. Yes, it can be uncomfortable watching yourself teach, but you would be surprised at how informative it is! You may well not only see things you'd like to work on improving, but also a number of things you're doing well!

### **Scheduling a University Supervisor Observation**

University Supervisors may, at times, not be permitted to enter K-12 schools because of the pandemic, so observations *may* be conducted by video or teleconference (this varies by district – check with your Clinical Teacher and/or University Supervisor to determine which method to use). When possible, in-person observations are preferred and will occur when districts permit it. Together with your Clinical Teacher and University Supervisor you will determine what teaching you should prepare for formal observations. Capturing your work with different students/groups/levels will serve you best for purposes of progressing successfully toward certification. In cases where virtual observations are required, inform your University Supervisor the same day that you upload your teaching video and written lesson plan in order to allow for a timely observation cycle.

### **Attendance**

You should be punctual and fully in attendance during your Practicum experiences. If you are very ill, have an emergency, or otherwise truly need to be absent or late, you must inform both your Clinical Teacher and University Supervisor as soon as possible. If an excessive number of fieldwork hours or days are missed, they will need to be made up in order to meet Practicum course and certification requirements.

In the case that more than two consecutive days of school are missed (during Practicum II), you must provide your Clinical Teacher and University Supervisor with verifiable medical documentation (or other, as relevant).

### **Ethical Considerations**

Maintain professional boundaries (both physical and social) between you and your students. Exchanging phone numbers or other personal contact information including via apps or on social media is prohibited. At this early stage of your career, when your age and the age of your students are typically not that far apart, romantic attachments or flirtations can occur but should be addressed and proactively ended with the help and support of your Clinical Teacher and/or University Supervisor. Be mindful of the signals you may unconsciously be sending to students to avoid such issues (e.g., discussing personal life, spending time alone with a student with the door closed).

### **Administrator Observation and/or Mock Interview (*optional*)**

UMSL faculty suggest that Student Teachers request scheduling an observation and/or interview by a building administrator. If they are willing and able to give of their time to do so, you will get much valuable input from someone in a different and important position! For observations, evaluation tools will vary and are up to the discretion of the administrator (they may choose to use the evaluation form in this handbook, or their own method). In preparing to enter the workforce as a new teacher, doing a mock interview with a building principal or other administrator will help prepare you for future real-world job interviews.

## **Final Steps Toward Licensure**

DESE (Department of Elementary and Secondary Education) and UMSL require students to take and pass the MoCA. This should occur during Practicum I, though testing dates are variable during the pandemic and therefore may be difficult to schedule. Prepare yourself for this potential challenge and know you may be delayed. It is wise to schedule the taking of this important exam early so the current state of affairs doesn't slow down your progress toward certification.

MEES (the Missouri performance assessment) will be completed during Practicum II and is comprised of one or more evaluations by both your University Supervisor and Clinical Teacher. The grading rubric can be found in this handbook. UMSL's College of Education will recommend you to the Missouri Department of Elementary and Secondary Education (DESE) for K-12 teacher certification in music after successful completion of Practicum II if you have met all state requirements.

### *University Supervisor's Role*

#### **Supervisor Assignments**

All students will be observed by one or more UMSL University Supervisor. Supervisors will likely be a specialist in the area and/or grade level being observed but may not necessarily be one of the professors you have previously worked with during your degree program.

#### **Observation Scheduling and Protocols**

University Supervisors typically observe a minimum of 3 times during the 12-week placement, and once during the 4-week placement (approximately every 4 weeks). Most observations will occur on-site, but situations may warrant that some observations occur by video or teleconference (depending on district rules) this semester. The Student Teacher should discuss options for observations with their Clinical Teacher and University Supervisor, then tell their Clinical Teacher which lesson the University Supervisor selected so everyone knows what to expect when. It is the Student Teacher's responsibility to communicate with all parties so that observation dates and times can be planned for/around.

After each formal observation (in person or via video), the University Supervisor will meet with the Student Teacher – either immediately following the observation for in-person observations, or the University Supervisor will schedule a Zoom meeting with the Student Teacher to discuss their teaching and will also provide written feedback after each observation. Their written Evaluation Form will be emailed to the Student Teacher to file with forms from their Clinical Teacher.

#### **Grading**

It is the University Supervisor's responsibility to assign the final student teacher grade for Practicum courses. However, the Clinical Teacher will also provide substantial input into the evaluation process. In Practicum II, both the University Supervisor and Clinical Teacher upload assessments (see MEES rubric in this handbook) directly online to the Student Teacher's DESE (Department of Elementary and Secondary Education) licensure file as part of their licensure application.

## UMSL Observation Form

Date	School	Grade	Class Type	Class Length	Clinical Teacher Name

How was the physical space organized, and did this suit students' needs in this educational context?

Did students achieve the lesson's objectives (i.e. rhythmic reading, vocal technique, moving expressively). How can you tell?

What instructional techniques or methods did the teacher use, and what were students' responses to them?

Describe the teacher's strengths (i.e., lesson organization, musicianship, pacing, classroom management, pedagogy).

Did you observe a positive learning environment? How effectively, and in what way(s), did the teacher and students interact?



Describe the repertoire and activities you observed, and how appropriate you felt they were for the students.

How was classroom management handled? Describe at least one aspect of classroom management you observed.

How were students assessed during this lesson? What other modes of assessment might be used in a lesson like this?

What would you do differently in this lesson if you taught it?

What accommodations were made for students with special needs/exceptionalities, or how was differentiation included in the lesson?

What did you find most interesting about this lesson?

## UMSL Lesson Plan Template

Date	School	Grade	Class Type	Lesson Duration

Teacher name:

LESSON NAME

**OBJECTIVES:** *Detail what you want students to accomplish during this lesson. What will students know or be able to do after this lesson that they previously did/could not? Objectives should be musically and educationally focused (i.e., clarinets will play with articulation as marked from mm. 12-16, students will work in groups to compose a 4-beat rhythm). Depending on the length and complexity of your lesson, this section will vary in length, usually 3-4 sentences at minimum.*

**MATERIALS NEEDED:** *List all of the physical “stuff” you’ll need to teach this lesson, or that students will need to use to learn. Include online/virtual resources.*

**NATIONAL AND STATE STANDARDS:** *List by name and number, using the 2014 National Standards and the appropriate grade level and strand for your teaching context. Include both National and State level Standards, as every school/district has different expectations.*

**PROCEDURE/SEQUENCE:** *Provide a detailed step-by-step sequence of what you’re going to do in your teaching and how students will be engaged in learning. Carefully think through the process of teaching what you’re going to do, including the specifics of how you will help students make smooth transitions between activities. Write out scripted prompts for yourself at pivotal or difficult moments in the lesson so you know what to say and how to move the lesson along.*

- *Step 1*
- *Step 2*
- *Step 3*
- *Step 4*
- *Step 5 (etc.)*

**ASSESSMENT:** *Explain how you will measure students’ accomplishments in skill or knowledge growth. How will you know they have met your objectives for this lesson? If you prefer, you can embed assessments throughout your Procedures section, but make those explicit (using italics, asterisks, indentations, or something similar to set assessments apart from your other procedural steps). Make sure to include means of evaluating students’ skills and understandings both at the beginning and ending of your lesson so you can mark their improvement or need for continued reinforcement and practice in future lessons. Evaluations may be formal or informal.*

**DIFFERENTIATION/ACCOMMODATIONS:** *What modifications will be made for students with exceptionalities? Consider both students who may struggle in certain ways, and those who might move in an accelerated manner through various lesson elements.*

**EXTENSION:** *If there is additional time, how will you continue to use instructional time productively to further meet or reinforce students’ achievement of lesson objectives? This may be a lengthening of portions of the lesson, an additional layer of learning or new activity to deepen students’ knowledge, reinforce skills, or apply them in a different way, or a review of content from this or a previous lesson.*

## UMSL Self Reflection Form

Date	School	Grade	Class Type	Lesson Duration

Teacher name:

Lesson name:

How do you feel about the overall teaching experience (your emotional response)?

How comfortable were you in this particular teaching context (grade level, class type)?

How effectively did you interact with students, and how could you tell?

Did you meet your lesson objectives, and what evidence did you observe of that?

What went well in the lesson?

What would you improve on in your lesson if you taught it again?

What did you learn from this teaching experience that you can apply to future teaching?

## UMSL Teaching Evaluation Form

Student name:

Observer name/role:

Date of lesson:

Lesson taught (grade level/context/title):

Describe what you notice about the following aspects of the student's instruction in the right column.

Organization of lesson	
Pacing of lesson	
Learning environment/atmosphere	
Appropriateness and quality of lesson material	
Transitions between activities/lesson components	
Clarity of objectives	
Students' success in achieving objectives	
Differentiation	
Teacher response to student output (adaptations made?)	
Student attentiveness	
Assessment	
Feedback provided to students	
Teacher confidence/persona/energy	
Teacher mastery of lesson content	

Relevance of lesson content/connection to State and National Standards	
Strength of teacher's musical modeling (vocal and physical/visual)	
Clarity of teacher-student communication (eye contact, proximity, questioning technique, and awareness of each student)	
Clarity of instructions	
Teacher mannerisms (anything distracting?)	

Describe two aspects of the student's teaching that you consider strengths and give specific examples from this lesson.


Describe two aspects of the student's teaching that need improvement, giving examples from this lesson.


Additional comments:

## UMSL Self Evaluation Form

Name:

Date of lesson:

Lesson taught (grade level/context/title):

Describe what you notice about the following aspects of your instruction.

Organization of lesson	
Pacing of lesson	
Learning environment/atmosphere	
Appropriateness and quality of lesson material	
Transitions between activities/lesson components	
Clarity of objectives	
Students' success in achieving objectives	
Differentiation	
Teacher response to student output (adaptations made?)	
Student attentiveness	
Assessment	
Feedback provided to students	
Teacher confidence/persona/energy	
Teacher mastery of lesson content	

Relevance of lesson content/connection to State and National Standards	
Strength of teacher's musical modeling (vocal and physical/visual)	
Clarity of teacher-student communication (eye contact, proximity, questioning technique, and awareness of each student)	
Clarity of instructions	
Teacher mannerisms (anything distracting?)	

Describe two aspects of your teaching that you consider strengths and give specific examples from this lesson.


Describe two aspects of your teaching that you can improve, giving examples from this lesson, and how you would do it differently next time.


Additional comments:

## UMSL Practicum I Summative Evaluation Rubric

Student name:

Observer name/role:

Date of lesson:

Lesson taught (grade level/context/title):

Assess the student's achievement in each of the following areas and input any comments related to their readiness to progress to Practicum II.

	<b>0: Novice Candidate</b>	<b>1: Emerging Candidate</b>	<b>2: Developing Candidate</b>	<b>3: Skilled Candidate</b>	<b>4: Exceeding Candidate</b>
Organization of lesson					
Pacing of lesson					
Learning environment/atmosphere					
Appropriateness and quality of lesson material					
Transitions between activities/lesson components					
Clarity of objectives					
Students' success in achieving objectives					
Differentiation					
Teacher response to student output / adaptability					
Student attentiveness					
Assessment					
Feedback provided to students					
Teacher confidence/persona/energy					



Teacher mastery of lesson content					
Relevance of lesson content/connection to State and National Standards					
Strength of teacher's musical modeling (vocal and physical/visual)					
Clarity of teacher-student communication (eye contact, proximity, questioning technique, and awareness of each student)					
Clarity of instructions					
Teacher mannerisms (anything distracting?)					

Describe two aspects of the student's teaching that you consider strengths, citing evidence from throughout Practicum I.


Describe two aspects of the student's teaching that need improvement, citing evidence from throughout Practicum I.


Additional comments:

## MEES Teacher Candidate Assessment Rubric

### MEES Teacher Candidate Assessment Rubric

<b>Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.</b>				
0-The teacher candidate does not possess the necessary knowledge therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):
<ul style="list-style-type: none"> <li>• Provides no opportunity for students to process content.</li> <li>• Makes mistakes and/or shares misinformation when teaching content.</li> <li>• Makes no attempt to address needed vocabulary or terminology necessary to understand content.</li> <li>• Students are not engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an awareness of possible strategies to allow students to process content.</li> <li>• Provides students basic information about content, but unable to convey a deep understanding of the topic.</li> <li>• Plans to introduce vocabulary and terminology but fails to use strategies to enhance student engagement and responses.</li> <li>• Few students are engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides students with limited opportunities to process content through discussion with others.</li> <li>• Uses accurate content knowledge to support learning.</li> <li>• Uses limited strategies to teach academic content, vocabulary, and terminology.</li> <li>• Some students exhibit engagement in the content.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides students opportunities to process the content through discussion with others.</li> <li>• Uses accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.</li> <li>• Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology to enhance student engagement and responses.</li> <li>• The majority of students exhibit engagement in the content, e.g. raising hands, participating in activities, using vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies low engagement and responds with strategies to increase engagement.</li> <li>• Uses a variety of skillful questioning strategies to promote active participation and depth of student response.</li> <li>• Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson.</li> </ul>

**Representative Indicators: 1.1 Content Knowledge and 1.2 Student Engagement in Subject Matter**

<b>Standard 2: Student Learning, Growth and Development. The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.</b>				
<p>0-The teacher candidate does not possess the necessary knowledge therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p><b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b></p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> <li>Makes no attempt to differentiate content, process, product, or environment.</li> <li>Is unaware of students' background knowledge and/or learning needs.</li> <li>Makes no attempt to differentiate to meet student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Describes the possible ways to adjust instruction based on student differences.</li> <li>Acknowledges student demographics but does not consider during lesson implementation.</li> <li>Describes possible differentiation strategies to meet student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Varies activities within a lesson but does not intentionally consider student differences.</li> <li>Uses knowledge of the class overall to meet needs.</li> <li>Incorporates instructional strategies to meet needs of some students.</li> </ul>	<ul style="list-style-type: none"> <li>Designs and implements a lesson that intentionally varies one or more of the following with purpose: content, process, product and/or environment.</li> <li>Uses knowledge of students to meet individual needs, including accommodations and modifications as needed.</li> <li>Designs and utilizes a variety of evidence-based instructional strategies and/or adapted assessment tools to meet student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Designs and utilizes a blend of whole-class, group, and/or individual instruction.</li> <li>Uses strategies linked to the different needs and attributes of students for differentiation in teacher presentation and student response.</li> <li>Recognizes student needs in the moment and adjusts teacher presentation and/or student groupings to address variations in student learning.</li> </ul>

**Representative Indicator: 2.4 Differentiated Lesson Design**

**Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.**

<p>0-The teacher candidate does not possess the necessary knowledge therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p><b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b></p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):</p>
<ul style="list-style-type: none"> <li>• Makes no attempt to access standards.</li> <li>• Learning activities clearly do not align to standards.</li> <li>• Does not include standards in lesson plans.</li> <li>• Does not post or mention the learning objective during the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lesson demonstrating knowledge of how to access district, state, and/or national standards.</li> <li>• Plans for learning activities somewhat aligned to district, state, and/or national standards.</li> <li>• Records the learning objectives on the lesson plan.</li> <li>• Posts the learning objective but does not mention the objective during the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements lesson and assessments exhibiting limited understanding of appropriate curriculum.</li> <li>• Implements learning activities aligned to district, state, and/or national standards.</li> <li>• Posts the learning objective(s) in student-friendly language but only refers to it minimally during instruction.</li> <li>• States the learning objectives so that some students are able to articulate the objective of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements lessons and assessments exhibiting understanding of appropriate curriculum.</li> <li>• Implements and/or utilizes embedded formative assessment opportunities and learning activities closely aligned to chosen district, state, and/or national standards.</li> <li>• Connects learning objectives to real world references to aid in student comprehension.</li> <li>• Clearly conveys objectives so that the majority of students are able to articulate the objective of the lesson in student friendly language.</li> </ul>	<ul style="list-style-type: none"> <li>• Delivers lessons and assessments that illustrate a high degree of understanding of the intended learning objectives.</li> <li>• Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons.</li> <li>• Makes adjustments during the lesson while still following district curriculum.</li> </ul>

**Representative Indicator: 3.1 Implementation of Curriculum Standards**

<b>Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.</b>				
0-The teacher candidate does not possess the necessary knowledge therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	<b>4- Exceeding Candidate:</b> The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>• Uses only one strategy that was largely ineffective.</li> <li>• Provides no opportunities for students to share ideas and generate possible solutions.</li> <li>• Facilitates no opportunities for student to analyze and discuss problems and possible solutions.</li> <li>• Students are not encouraged to respond to or ask questions.</li> <li>• Facilitates instruction lacking in rigor and relevance.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains strategies to engage students to engage in self-monitoring, self-reflection, and/or self-directed learning.</li> <li>• Is knowledgeable about strategies to facilitate opportunities for students to share ideas and generate possible solutions.</li> <li>• Explains strategies for analyzing and discussing problems.</li> <li>• Includes questions that promote critical thinking in lesson plans.</li> <li>• Explains strategies to incorporate rigor and relevance.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates limited opportunities for students to engage in self-monitoring, self-reflection, and/or self-directed learning.</li> <li>• Provides limited opportunities for students to share ideas and generate possible solutions.</li> <li>• Facilitates limited opportunities for students to analyze and discuss problems and possible solutions.</li> <li>• Uses questioning techniques that prompt students to provide answers reflecting critical thinking.</li> <li>• Uses limited strategies to incorporate rigor and relevance.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates opportunities in which majority of students actively engage in self-monitoring, self-reflection, and/or self-directed learning.</li> <li>• Provides opportunities in which all students convey their ideas and/or solutions through product and/or process.</li> <li>• Facilitates opportunities in which students analyze and discuss problems and possible solutions.</li> <li>• Facilitates reciprocal higher-order questioning.</li> <li>• Uses various evidence-based instructional strategies to promote rigor and relevance.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem.</li> <li>• Facilitates a student-centered lesson in which students discover for themselves the desired knowledge and/or skills, rather than relying on teacher-provided information.</li> <li>• Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences.</li> <li>• Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media.</li> </ul>

**Representative Indicator: 4.1 Student Engagement in Critical Thinking**

<b>Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.</b>				
<p>0-The teacher candidate does not possess the necessary knowledge therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p><b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b></p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (<b>all</b> descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):</p>
<ul style="list-style-type: none"> <li>Lacks strategies for monitoring student behavior.</li> <li>Students are not able to learn because the classroom environment is not conducive.</li> <li>Unequipped to appropriately respond to student misbehavior, resulting in frustration.</li> <li>Demonstrates hostility toward some students.</li> <li>Lacks knowledge of the school's system for behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Explains strategies for monitoring student behavior.</li> <li>Describes strategies to minimize disruptions.</li> <li>Plans to communicate expectations to maintain a safe learning environment.</li> <li>Describes strategies for building relationships with students but does not demonstrate in practice.</li> <li>Accurately describes the behavior system implemented at the school.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently monitors and responds to behavior.</li> <li>Uses strategies to minimize disruptions to the learning environment. Behavior occasionally distracts other students from learning.</li> <li>Reacts to student behavior in the moment without clearly communicating expectations in advance.</li> <li>Demonstrates a positive rapport with most students in the classroom.</li> <li>Uses the vocabulary and structure of the school's system for behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors student behavior and intervenes as needed.</li> <li>Utilizes varied management and/or organizational strategies to minimize disruptions to the learning environment.</li> <li>Plans, communicates, and implements developmentally appropriate expectations to maintain a safe learning environment.</li> <li>Displays a strong relationship and rapport with individual students that promotes a positive learning environment.</li> <li>Comfortably uses the vocabulary and structure of the school's system for behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Candidate proactively intercepts student misbehavior or distraction.</li> <li>Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.</li> <li>Seeks feedback from students on his or her teaching, strategies, classroom, etc.</li> </ul>

**Representative Indicators: 5.1 Classroom Management Techniques and 5.2 Management of Time, Space, Transitions, and Activities**

<b>Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.</b>				
0-The teacher candidate does not possess the necessary knowledge therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>Does not include instructions in lesson plan nor implements during lesson.</li> <li>Does not plan for nor understand the need to model desired outcomes to enhance student comprehension.</li> <li>Significant speech inadequacies, including volume, tone and/or inflection, convey candidate's lack of awareness.</li> <li>Grammar usage in written and/or verbal communication includes errors that demonstrate lack of candidate knowledge and significantly interfere with meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Provides clear instructions in the lesson plan, but fails to implement during lesson.</li> <li>Plans to model desired outcomes to enhance student comprehension in the lesson plan but fails to do so.</li> <li>Speech qualities including volume, tone, and/or inflection are absent, negatively impacting lesson delivery.</li> <li>Grammar usage in written and/or verbal communication includes errors that significantly interfere with meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Provides clear instructions through verbal <b>OR</b> non-verbal cues.</li> <li>Models desired outcomes to enhance student comprehension but does so without clarity and/or effectiveness.</li> <li>Inadequate speech qualities including volume, tone, and/or inflection minimally impact lesson delivery.</li> <li>Grammar usage in written and/or verbal communication includes errors that do not interfere with meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Provides clear instructions through verbal <b>AND</b> non-verbal cues.</li> <li>Clearly and effectively models desired outcomes to enhance student comprehension.</li> <li>Models effective speech qualities including volume, tone, and inflection which positively impact lesson delivery.</li> <li>Models proper grammar consistently in written and verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>Adjust conversation skills to support individual student understanding.</li> <li>Encourages students to develop effective speech qualities including volume, tone, and inflection.</li> <li>Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.</li> </ul>

**Representative Indicator: 6.1 Verbal and Nonverbal Communication**

<b>Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction.</b>				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>Collects no data from assessments to monitor the progress of students.</li> <li>Provides no evidence that formative assessments are needed to guide future instruction.</li> <li>Lacks an ethical understanding of maintaining student records.</li> </ul>	<ul style="list-style-type: none"> <li>Collects limited or incomplete assessment data and does not articulate how to use the data to monitor the progress of students.</li> <li>Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction but does not implement.</li> <li>Articulates the importance of maintaining student records ethically but does not always demonstrate this understanding in practice.</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple types of assessment data to monitor the progress of most students.</li> <li>Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction.</li> <li>Maintains student records inconsistently, but always in a confidential and ethical manner.</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple types of assessments to effectively monitor the progress of each student and the class as a whole.</li> <li>Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.</li> <li>Maintains student records consistently and in a confidential and ethical manner.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes trend data to respond instructionally resulting in a positive impact on student learning.</li> <li>Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole.</li> <li>Supports students in creating and articulating progress toward goals.</li> <li>Uses formative assessment strategies to adjust mid-lesson instruction.</li> <li>Provides evidence of how the lesson format, instructional techniques, etc. were designed using previously gathered assessment data.</li> </ul>

**Representative Indicators: 7.1 Effective Use of Assessments, 7.2 Assessment Data to Improve Learning, 7.5 Communication of Student Progress and Maintaining Records**



**Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.**

<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p><b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b></p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):</p>
<ul style="list-style-type: none"> <li>• Demonstrates no reflection on the effectiveness of the lesson based on student learning and engagement even when prompted by the evaluator.</li> <li>• Rejects or ignores feedback provided through conferencing with mentors.</li> <li>• Does not recognize or acknowledge own weaknesses even when prompted.</li> <li>• <i>Resists or ignores</i> opportunities to grow professionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects on the lesson based on student learning and engagement when prompted by the evaluator, but on a superficial level.</li> <li>• Accepts feedback but does not utilize feedback to adjust and improve practice.</li> <li>• Acknowledges weaknesses when prompted but does not improve professional conduct.</li> <li>• <i>Attends</i> school/and or district professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects on the lesson but makes limited connections to student learning and engagement.</li> <li>• Accepts and utilizes feedback to adjust practices with limited success.</li> <li>• Monitors and adjusts professional conduct when prompted.</li> <li>• <i>Participates</i> in school and/or district professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects on the effectiveness of a lesson based on student learning and engagement.</li> <li>• Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice.</li> <li>• Monitors and adjusts professional conduct through self-assessment.</li> <li>• <i>Fully engages</i> in school and/or district professional development to grow professionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses techniques or strategies introduced in district/school professional development in the classroom.</li> <li>• The candidate is committed to the learning of the entire school, not just his or her own growth.</li> <li>• Actively participates in a professional organization to improve practice.</li> <li>• Identifies areas of weakness and seeks out opportunities to strengthen, e.g. webinars, books, PD opportunities, professors, etc.</li> </ul>

**Representative Indicator: 8.1 Self-Assessment and Improvement**

**Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.**

<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p><b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b></p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p><b>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</b></p>
<ul style="list-style-type: none"> <li>• Resists participation in school-wide functions.</li> <li>• Resists collaboration.</li> <li>• Avoids communication with students, staff, and families.</li> <li>• Fails to build rapport with students, staff, and families; including the cooperating teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes the importance of participating in school-wide functions but does not attend.</li> <li>• Recognizes the importance of collaboration but does not fully participate.</li> <li>• Recognizes the importance of communication to support student success but does not implement communication strategies.</li> <li>• Maintains limited relationships with students, staff, and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes the importance of participating in school-wide functions and attends sporadically.</li> <li>• Participates in collaborative meetings.</li> <li>• Communicates with students, staff, and families to support student success in alignment with expectations.</li> <li>• Maintains appropriate relationships with students, staff, and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in school-wide functions to enhance student learning.</li> <li>• Prepares for and fully engages in collaborative meetings to enhance student learning.</li> <li>• Purposefully engages in positive, effective, and ongoing communication with students, staff, and families to support student success.</li> <li>• Builds and seeks out positive, appropriate relationships with students, staff, and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteers to be a member of a school-wide committee.</li> <li>• Collaborates with parents, colleagues, and/or community members for the benefit of students.</li> <li>• Actively participates in school or district events to build a broad network of collaboration.</li> </ul>

**Representative Indicator: 9.3 Cooperative Partnerships in Support of Student Learning**