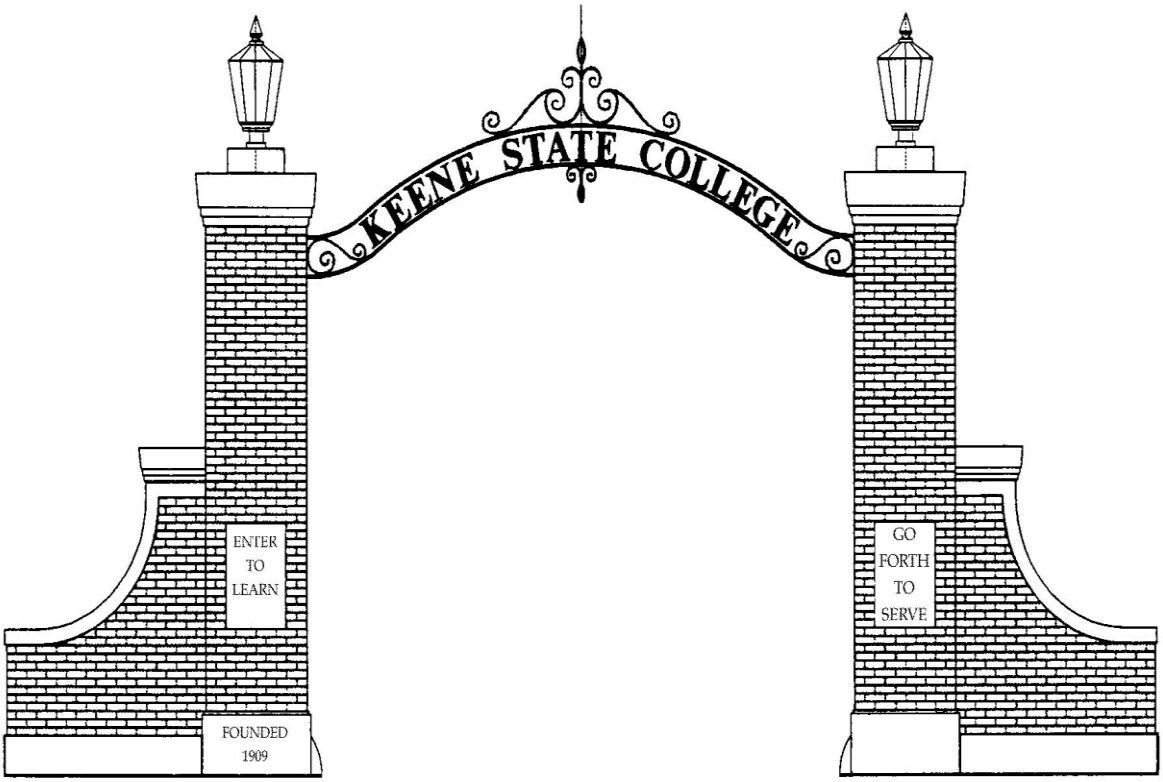
Student Teaching Handbook

Music Education

2014-2015



Educator Preparation Office
Keene State College
Keene, New Hampshire 03435-2900

Student Teaching Handbook
Section II
Music Education

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INTRODUCTION

Part II of the Student Teacher's Handbook includes information that is specific to Music Education. Music Students and Cooperating Teachers are to read Part I so that they have a clearer understanding of Keene State College's procedures and expectations for their teaching experience.

Teacher certification for music education in the state of New Hampshire is comprehensive for grades K–12 in general, choral, and instrumental music. To be eligible for such certification, undergraduates must complete a semester of student teaching, 7 weeks of which must be at the elementary level and 7 weeks of which must be at the secondary level. To register for this, you will register for MU 475: Student Teaching-Elementary (6 cr.) and MU 476: Student Teaching-Secondary (6 cr.). Alternative arrangements may be made to this model for placements within the 7-week or 14-week schedule as deemed appropriate by the college supervisor, cooperating teacher(s), and their respective school principal(s). Therefore, the student who successfully completes a Music Education degree from KSC qualifies to apply for Teacher Certification in NH as well as most states within the USA, pending specific testing as required by individual states.

Beginning July 1, 2013, New Hampshire will require the Praxis II exam for K-12 Music Certification. To sign up for the Praxis II exam, go to www. Ets.org.

Early in the semester prior to student teaching, prospective student teachers need not only apply for student teaching at the Educator Preparation Office (Rhodes Hall), but also to meet with the music education college supervisor. During the meeting with the college supervisor, information will be gathered to enable a recommendation of placement.

Student teaching placement sites must be proximal to the college and are generally within a 40-mile radius from Keene. The music education college supervisor will make recommendations to the Teacher Education Office regarding site placements for music education student teachers. The Teacher Education Office will make tentative arrangements with each placement site and will inform prospective student teachers of their placements. Each prospective student teacher must make arrangements for an interview with the principal and/or the cooperating teacher at each placement site. These should be considered as formal interviews; prospective student teachers are expected to dress.

STUDENT TEACHING RECOMMENDED WEEKLY TIMELINE

The 7-week Student Teaching timeline may vary depending on factors such as the school schedule, the specific music curriculum at the school, and the student's readiness to teach. It is assumed that the student teacher will begin the first week by observing the cooperating teacher(s), then teach mini- lessons and/or rehearsals in a team teaching manner, and gradually take over classes until they can finally assume all the teaching responsibilities of the cooperating teacher(s). This full teaching load should occur as soon as possible to provide adequate time to effectively practice planning and teaching. The following is a suggested timeline.

Week One

- Observe the cooperating teacher and help him or her by participating in the music program such as handing out materials, playing and/or accompanying in ensembles, and fulfilling any other teacher duties (i.e. hall or recess duty).
- Observe the students' behavior and classroom participation, and begin to learn their names.
- Teach mini lessons or take a small part in warming up or conducting an ensemble.
- Meet with the cooperating teacher to plan lessons and/or to discuss your progression throughout the placement (*including need to take monthly teaching videos).
- **Submit** your teaching schedule, first reflective journal, and chapter 1 work from *Teaching Music* text to your college supervisor via email.

Week Two

- Continue to observe the cooperating teacher and progressively increase your teaching responsibilities.
- Continue to observe the students and start using their names.
- Continue to meet with your cooperating teacher.
- **Submit** your weekly reflection and chapter work to your college supervisor via email.

Week Three

- Observe and assist the cooperating teacher whenever appropriate.
- Teach all of one or more classes.
- Continue to meet with your cooperating teacher.
- **Submit** your weekly reflection and chapter work to your college supervisor via email.

Week Four

- Assume teaching responsibilities for more classes/rehearsals, as appropriate.
- **Submit** your weekly reflection and chapter work to your college supervisor via email.

Week Five

- Assume full teaching responsibilities, as appropriate.
- Meet with the cooperating teacher to plan and discuss your progress.
- **Submit** your weekly reflection and chapter work to your college supervisor via email.

Week Six

- Assume full teaching responsibilities, as appropriate.
- Meet with the cooperating teacher to plan and discuss your progress.
- **Submit** your weekly reflection and chapter work to your college supervisor via email.

Week Seven

- Transition away from full teaching responsibilities
- The **cooperating teacher** completes the **mid-term evaluations** (1st placement) or **final evaluations** (2nd placement): *KSC Clinical Observation Form* (using the criteria included in the KSC Clinical Assessment Rubric) and *KSC Teacher Candidate Dispositions Assessment* (using the criteria in the included rubric). These documents must be discussed with the student, signed by both parties, and submitted to the Tk20 system by the cooperating teacher. Hard copies of these evaluations should also be sent directly to the college supervisor.
- Make an **appointment** to meet with your college supervisor and be prepared to discuss your teaching experience.
- **Submit** your weekly reflection, self-evaluation, and chapter work to your college supervisor via email.

ADDITIONAL ATTENDANCE REQUIREMENTS

Student teaching in music often includes many before and after school and evening commitments. In addition, there may be field trips or extended travel, depending upon your cooperating teachers' involvement. The student teacher **is** expected to participate in the entire music (and school) program along with the cooperating teachers. This includes any faculty, district, state, or school meetings and teacher workshop days.

It is expected that additional teaching days are added (either at the beginning or the end of the semester), if the student is excused to attend special music conferences such as the NAfME Eastern Division or National Conference, ACDA Division or National Conference, NHMEA Fall Meeting or Spring All-State Conference, the New England Intercollegiate Band Festival, or the NATS Vocal Competitions. These absences due to conference must be approved in advance by the cooperating teacher and the college supervisor.

In addition, student teachers must make up days in which they are absent due to illness. Absences are expected to be reported in advance to the cooperating teacher and college supervisor.

STUDENT TEACHER WEEKLY REFLECTION

The following weekly reflection is to be completed and submitted to the college supervisor (showard1@keene.edu; jchesebrough@keene.edu; matthew.leese@keene.edu; ezaffini@keene.edu) via email no later than 5:00 p.m. on Sunday evenings. Please use this template for your weekly reflections, which may be downloaded from Blackboard.

Name:
Week:
Dates:

Cooperating Teacher(s): School(s):

1. Approximate total number of observation hours this week:

2. Grade levels and classes observed:

3. Approximate total number of hours taught this week:

4. Grade levels and classes taught:

5. What was unique about this particular week of teaching? What are some of the highlights from your observations and teaching experiences?

6. Was there an experience that was especially difficult for you or that was most challenging for your cooperating teacher that you observed?

7. Indicate any changes regarding your teaching in the next two weeks, (i.e. change in schedule, class that should not be observed, etc.)
Please explain.

OBSERVATION AND EVALUATION PROCEDURES

The college music supervisor will observe the student teacher a minimum of **two** visits during each seven-week placement or **four** visits total during the fourteen-week placements. The cooperating teacher or the student teacher may request additional observations from the college supervisor if necessary and/or appropriate. At the beginning of each visit the student teacher must provide a hard copy of a well-prepared lesson plan and any music or materials necessary for the classes to be observed.

After each visit the student teacher will receive a typed evaluation, *KSC Clinical Observation Form* (based on the criteria included in the *KSC Clinical Assessment Rubric*) from the college supervisor, which will then be discussed and communicated with the student teacher and cooperating teacher. In addition, a pacing timeline will be recorded along with photographs that may be taken during the observation and sent to the student teacher via Dropbox or another appropriate private video link. These photos may be used for the electronic portfolio with permission of the school and students.

At the culmination of each student teaching placement, the student teacher will receive two final evaluations from both the cooperating teacher and the college supervisor. These include the *KSC Summative Clinical Evaluation Form*, the *KSC Teacher Candidate Dispositions Assessment*, and a written letter of recommendation (on school letterhead). These assessments will be discussed between the student teacher and the cooperating teacher or college supervisor and will be posted on the Tk20 system as part of the student teacher's permanent record in the KSC Teacher Education program.

Student Teaching is graded with Pass-Fail and at the end of the each 7-week placement (or once following a 14-week placement), the college supervisor will consult with the cooperating teacher and then make a recommendation as whether the student earns a pass or fail for the student teaching experience. In order for the student to earn a positive recommendation from the college supervisor, he or she must demonstrate proficiency in each of the Danielson domains and components as they relate to teaching music.

STUDENT TEACHING SEMINAR

MU 477: Music Student Teaching Seminar is taken concurrently with MU 475 and MU 476. Three to five seminar days are scheduled throughout the semester as indicated on the MU 477 course syllabus. The college supervisor will address information focused on teacher preparation, certification, interviewing, developing an online portfolio, conferences, and other topics of professional development.

Dates for the seminars will be distributed to student teachers at the start of the semester. Agendas and topics for these meetings will be pre-assigned and additional materials can be found on the course Blackboard site.

LESSON PLANS

Student teachers are expected to prepare well-organized and sequenced lesson plans for any mini or full lessons and/or rehearsals they teach. These include general music classes, instrumental or choral ensembles, small group lessons, and one-on-one lessons. Use the following lesson plan format below:

General Music Lesson Plan

Music Concept/Title of Lesson:
Grade Level:
Date & Time:

Objectives: *Students will be able to…*

Materials:

Procedure:

Assessment:

NAfME National Standards:

NH Curriculum Frameworks:

Instrumental/Choral Rehearsal Lesson Plan

Ensemble: _____ Date & Time _____

Primary Rehearsal Objective:

Warm-Ups:

1. Title Composer
Rehearsal Procedure:

2. Title Composer
Rehearsal Procedure

3. Title Composer
Rehearsal Procedure

Announcements:

Assessment and Follow-up:

NAfME Standards addressed: