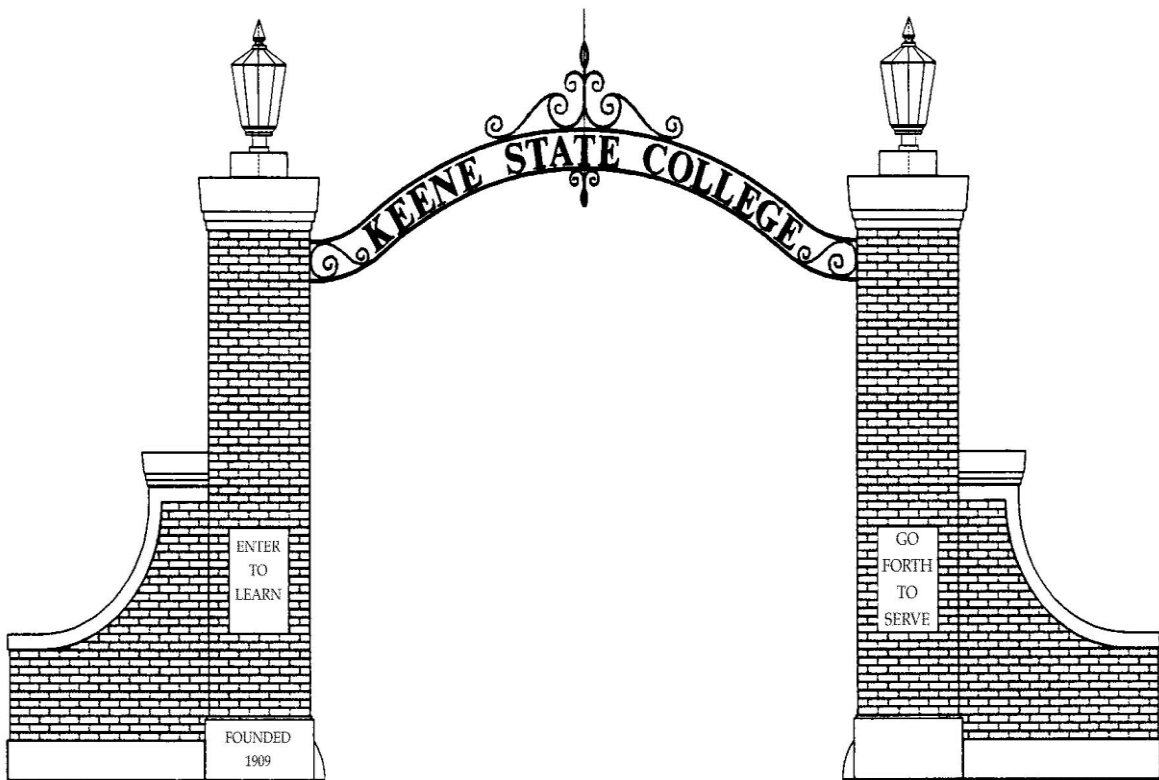


Student Teaching Handbook

Music Education

2011-2012



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Revised by Dr. Sandra A. Howard, KSC College Supervisor of Music Education Student Teachers.
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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, one half of which must be at the elementary level and one half of which must be at the secondary level. To register for this, you will register for six credit hours of EDUC 405-05 and six credit hours of EDUC 405-06. 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.

Early in the semester prior to student teaching, prospective student teachers need not only apply for student teaching at the Teacher Education 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.

NATIONAL AND STATE MUSIC STANDARDS AND FRAMEWORKS

National Music Standards and State Frameworks for Music have been prepared by The National Association for Music Education (MENC) and the New Hampshire Board of Education. These standards and frameworks are recommended for music curricula preparation in the KSC Music Method Courses. Therefore it is important for the student teacher to refer to these Standards as he or she prepares music units, lessons, and/or rehearsals.

1. Singing along and with others
2. Performing on an instrument alone and with others.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.
10. Identifying the range of careers in the field of music.

The **NH Curriculum Frameworks** for teaching music to K-12 students in New Hampshire can be found on the NH Department of Education Website:

<http://www.ed.state.nh.us/education/doe/organization/curriculum/Arts/Arts.htm>

STUDENT TEACHING PLACEMENTS

To fulfill the requirements for K-12 Music Education Certification, students will complete **two** seven-week student teaching placements including one elementary and one secondary; unless assigned to a cooperating teacher(s) whose responsibilities include both. 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).

Music student teaching placement sites are normally within a 40-mile radius of Keene.

APPLICATION PROCESS

The application process is as follows:

1. During the first month of the student's semester prior to student teaching, he or she meets with Dr. Chesebrough (jchesebrough@keene.edu) and/or Dr. Howard (showard1@keene.edu), the College Supervisors to discuss goals and expectations for the student teaching experience.
2. At that time the student requests a Student Teaching Application online: <http://academics.keene.edu/tk20/applications.html>
3. The teacher candidate then submits the online application.
4. The student meets a second time with Dr. Chesebrough and/or Dr. Howard to discuss recommended placements based upon the compatibility of the student's strengths and needs with those of available cooperating teachers.
5. Dr. Chesebrough and Dr. Howard submit recommended student teaching placements to the TEGS Office.
6. Teacher candidates should refer to the most current documents explaining the placement process and complete all other documents at: http://www.keene.edu/teachered/forms_undergrad.cfm
7. Once the placements have been made and agreed upon by the TEGS Director, the cooperating teachers, and their principals, then the student makes arrangements for interviews with each prospective school principal and cooperating teacher.
8. After final approval from the TEGS Office for student teaching placements, the student teacher must complete a criminal background check with each of the hosting school districts prior to the start of the student teaching semester.

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 progress.
- Submit your **teaching schedule** and first reflective journal 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 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 to your college supervisor via email.

Week Four

- Assume teaching responsibilities for more classes/rehearsals, as appropriate.
- Submit** your weekly report 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 report 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 report 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 report 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 MENC 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 conference absences must be approved in advance by the cooperating teacher(s) and the college supervisor.

In addition, student teachers must make up days in which they are absent due to illness.

STUDENT TEACHER WEEKLY REFLECTION

The following weekly reflection is to be completed and submitted to the college supervisor (jchesebrough@keene.edu or showard1@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:

Grade levels and classes taught:

4. What was unique about this particular week of teaching? How was it different from previous weeks?

5. What experience was especially difficult for you or what was most challenging?

6. Indicate any changes regarding your teaching in the next two weeks, i.e.: will there be a change in schedule or a class that for one reason or another should not be observed. Please explain.

The college music supervisor will observe the student teacher a minimum of **two** visits during each seven-week placement or **four** visits during the split, 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 is to give the college supervisor a hard copy of a well-prepared lesson plan (please see included lesson plan suggestions) and any music or materials necessary for the classes to be observed.

After each visit the student teacher will receive a written 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 signed by both the student teacher and the cooperating teacher. In addition a copy of the evaluation will be forwarded to the cooperating teacher(s).

At the culmination of each student teaching placement, the student teacher will receive three final evaluations from both the cooperating teacher(s) 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 college letterhead). These assessments will be discussed between the student teacher and the cooperating teacher or college supervisor, and then signed by all parties. These evaluations then become a part of the student's permanent record on the Tk20 system and TEGS Office.

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 consults with the cooperating teacher and then recommends to the TEGS Director whether the student passes or fails the 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

EDUC 440: Student Teaching Seminar is taken concurrently with EDUC 405: Student Teaching. Three seminar days are held with the college supervisor to guide student teachers in preparation for certification, interviewing, developing an online portfolio, and to serve as a means 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:

MENC 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:

MENC Standards addressed: