

**Music Education
Student Teaching Handbook**

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PREFACE

This handbook has been written for student teachers and cooperating teachers. The suggested sequence of activities reflects the students' needs for proper orientation, cooperative planning, a variety of teaching experiences, and continuous guidance and assessment. These needs can best be met if the student's work is regularly observed and a mutual trust is developed between the cooperating teacher, the university supervisor, and the student teacher. The cooperating teachers have been carefully selected for their musical and teaching abilities as well as their ability to help and inspire young teachers. It is suggested that the student teacher and cooperating teacher become familiar with all sections of this handbook. Questions and concerns are to be referred to the Lawrence University Director of Music Education.

Note: State and university requirements for certification are subject to revision; it is the student's responsibility to confirm requirements with the chair of the education department.

MISSION STATEMENT

The Teacher Education Program at Lawrence, in consultation with University faculty and staff, students, Lawrence graduates, local community members, and teachers and administrators from area schools, prepares students to be certifiable secondary academic teachers (6-12) and art, foreign language, and music teachers (K-12). We are committed to a liberal arts approach to teacher education so that those students who complete our program leave having demonstrated they know substance, selves, psychology of contemporary youth, pedagogical methodology and the purposes of schooling and will be forces in preparing youth to be productive, contributing, and responsible members of a democratic, just and ecologically sustainable society. Toward that goal:

- 1) We believe prospective teachers need a broad background in the liberal arts. The breadth of knowledge provided by the liberal arts enables teachers to make connections among the disciplines while it enriches their understanding of the world around them. This breadth of knowledge should result in lessons that draw from a variety of disciplines and are relevant to student's lives.
- 2) We believe that prospective teachers must have in-depth knowledge in the academic discipline they are preparing to teach. Therefore, with regard to content our expectations are unusually high. All who achieve admission to Lawrence University and its Teacher Education Program are accepted upon the basis of their potential as perceptive scholars. In every major field they must prove themselves in a most rigorous academic program. Demonstrated mastery of subject matter should be reflected in curriculum planning and the instructional methods used to insure that learning for understanding is taking place.
- 3) We believe prospective teachers must have the pedagogical knowledge and skills that provide the professional foundation of teaching; learning theory must be a meaningful rather than mechanical process. We see the teacher in great part as a master organizer of learning experiences which (a) center on relevant problems which intrigue learners; (b) proceed by way of an intelligible search for the inner coherence of problems to achieve solutions; and (c) result in increased comprehension, understanding and control on the part of learners.
- 4) We believe all learning and teaching begins with the learner: in our case, children and youth. Therefore, prospective teachers must understand the cognitive, emotional, and physical growth and development of children and youth. There must be evidence in planning for teaching that this knowledge guides and shapes such planning and there must be evidence in the changed behavior of learners that classroom experiences are developmentally appropriate.
- 5) We believe prospective teachers must have an understanding of the function of the institution of the school in society. This understanding should lead to planning learning experiences that promote critical thinking, social and cultural sensitivity, problem-solving ability, cooperation, creativity, tolerance, and aesthetic sensitivity. In the building of resource units and the conduct of teaching, these broad and general objectives must be translated into individual, small-group, and whole-class objectives and learning activities.
- 6) We believe prospective teachers must understand the educational opportunities and challenges provided by the ethnic, cultural, and socio-economic diversity of the U.S. and its schools. To be effective today, teachers must be culturally sensitive and responsive and be able to establish positive social relations between students from diverse backgrounds. To accomplish this, teachers must know the history and culture of different social groups and understand the nature, causes and consequences of racism, sexism

and other forms of social and cultural intolerance. This knowledge must be infused throughout the curriculum and reflected in teaching practice.

- 7) We believe prospective teachers must understand and take into account in their planning and teaching those forces and agencies other than the school which educate children and youth: home, workplace, church, television, radio, advertising, and other existing patterns of social behavior and value. They must be sensitive to and take into account the vast body of knowledge, skills, appreciations, attitudes, and values acquired before the child appears at school. The learning experiences they design must help children and youth work unity, consistency, and stability into a critical understanding of the world in which they live.
- 8) We believe that out of all this a teaching style (practice and beliefs) should emerge characterized by such attributes as: a deep conviction that all students can learn, change and grow; an empathy for and rapport with students that creates an approving and mutually favorable relationship; the disposition to think about students individually and to design unique experiences to further their growth; the skill and courtesy to listen sympathetically frequently hearing what is left unsaid; the commitment to forge caring relationships with students and to be proactive in seeking to discover and meet their needs as learners and as whole people; the ability to achieve satisfactions as a teacher not from one's own performances but from students' involvement and growth; the willingness to continuously search for novel ideas, materials, experiences (adding, revising, reorganizing one's resource units); the drive to activate students to think, respond, feel, learn, by one's own zeal and buoyancy and excitement about what is being studied; and the willingness to be a reflective and thoughtful critic of one's own work and performance.

Harold Howe II, pleading for teacher education programs based in the classrooms of children and adolescents, wrote:

"To be sure teaching takes place within an intellectual context . . . and requires a mastery of subject matter, and an understanding of the peculiarities of human beings who teach and learn. Teaching also includes, however, a large component of what some call methodology, others call art, and what I regard largely as a complex of skills. These skills are based on the ability to size up individuals, to judge their responses, and to make your responses reflect theirs, to diagnose each one's special needs and problems, to present ideas and activities in ways that will motivate interest in learning, to coordinate various materials into their most effective impact, to sense the nuances of group attitudes and feelings, to balance all these variables in a kaleidoscopic drama featuring players with different rates of learning, different backgrounds, and totally different feelings." *New Perspectives in Teacher Education*, McCarty p. 54

LAWRENCE UNIVERSITY
TEACHER EDUCATION PROGRAM STANDARDS

The following thirteen standards summarize the knowledge, skills (and dispositions) expected of a beginning teacher at Lawrence. In order to complete the program and be eligible for licensure, students must demonstrate they have met these standards. Each candidate for certification must present a portfolio containing evidence of meeting these standards.

The beginning teacher:

- 1) Understands the central concepts, tools of inquiry, and structure(s) of the discipline.
- 2) Understands the connections among the various liberal arts and sciences.
- 3) Plans, organizes, and presents systematic instruction that makes the above aspects of the subject meaningful for pupils.
- 4) Uses appropriately a variety of instructional strategies including instructional media and technology.
- 5) Matches instructional method and content to differences among pupils in cognitive ability, prior learning, degree of disability or exceptionalism, etc.
- 6) Matches instructional methods and content to differences among students that arise from cultural background, gender, socio-economic status, or community context.
- 7) Overall, understands how adolescents learn and are motivated, individually and in groups, and teaches accordingly.
- 8) Creates a supportive, productive learning environment that encourages positive social interaction, collaboration, and self-motivation.
- 9) Effectively uses verbal and nonverbal communication techniques that foster active inquiry and engagement in learning.
- 10) Use appropriately a variety of formal and informal assessment techniques to evaluate pupils' learning.
- 11) Demonstrates the ability to be self-critical and reflective about his or her practice, including methods of instruction, course content, classroom environment, etc.
- 12) Acts in an ethical, professional manner and exhibits fairness, respect, and care in dealing with pupils.
- 13) Establishes positive relationships with school colleagues, parents, and agencies in the larger community.

WISCONSIN TEACHER STANDARDS

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and *demonstrate proficient performance in the knowledge, skills, and dispositions* under all of the following standards:

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he/she teaches and can create learning experiences that make these aspects of *subject matter* meaningful for pupils.

The teacher understands how children with *broad ranges of ability* learn and provides instruction that supports their intellectual, social, and personal development.

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can *adapt instruction to meet the diverse needs of pupils*, including those with disabilities and exceptionalities.

The teacher understands and uses a *variety of instructional strategies*, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.

The teacher uses an understanding of *individual and group motivation* and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

The teacher uses effective *verbal and nonverbal communication* techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

The teacher *organizes and plans systematic instruction* based upon knowledge of subject matter, pupils, the community, and curriculum goals.

The teacher understands and uses *formal and informal assessment* strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

The teacher is a *reflective practitioner* who continually evaluates the effect of his/her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

The teacher *fosters relationships* with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

NATIONAL STANDARDS FOR ARTS EDUCATION, GRADES K - 12

- 1) Singing alone and with others, a varied repertoire of music.
- 2) Performing on instruments, alone and with others, a varied repertoire of music.
- 3) Improvising melodies, variations, and accompaniments.
- 4) Composing and arranging music with specific goals.
- 5) Reading and writing music.
- 6) Listening to, analyzing, and describing music.
- 7) Evaluating music and music performance.
- 8) Understanding relationships between music, the other arts, and disciplines outside the arts.
- 9) Understanding music in relation to history and culture.

THE STUDENT TEACHER

RESPONSIBILITIES OF THE STUDENT TEACHER

Planning for Placement

Students normally complete a pre-student teaching questionnaire at least eight months prior to the actual student teaching experience. No student is allowed to student teach without successfully passing all areas of the national Praxis I pre-professional skills test and the Praxis II subject assessment. A follow-up appointment with the Director of Music Education is then scheduled. Consideration is given to the requests of the student whenever such placement is feasible and can be properly supervised by the university. When the student receives notification of placement, he/she should immediately contact the cooperating teacher to secure a pre-student teaching interview at the placement site. After the interview, the cooperating teacher has the right to terminate the placement if he/she feels the interview was unsuccessful. It is the student's responsibility to notify the Director of Music Education once the interview is completed. The student and the cooperating teacher will then receive written confirmation from the university to secure final placement.

Cooperating Teacher Selection

The cooperating classroom teacher provides the vital link between theory and the practical application of university training. In most cases, the school and the university work together in identifying and selecting cooperating teachers. The recommended teacher usually has a master's degree and three or more years of successful teaching experience. Furthermore, the cooperating teacher is properly licensed by the Wisconsin State Department of Education in the specific area of teaching. Two other major criteria used in the selection of qualified cooperating teachers are exceptional performance as a teacher and a desire to supervise/mentor a student teacher.

Team Approach

One indication of the importance of student teaching is the agreement among educators that this experience is an essential part of the preparation for entry into the teaching profession. Implicit in the agreement of educators upon the importance of student teaching is the conviction that successful teaching requires not only successful performance in university courses but also the capacity to communicate with pupils. In order to provide optimal preparation for entry into the profession, student teaching requires the cooperation of the student teacher, cooperating teacher, and Lawrence supervisor. Under the supervision of this cooperative team, the student teacher accepts increasing independence and responsibility as a practicing teacher. The student teacher is to model outstanding preparation and teaching techniques, including team-teaching, as appropriate. This three-fold relationship is necessary for success in the student teaching experience.

Complete Participation

Student teaching is a semester-long course of not less than 18 weeks. Students are expected to be in the school the full day, following the same schedule as a regularly employed, licensed teacher in that district. Lawrence senior's student teaching during the fall semester must make arrangements with their cooperating teacher to finish the 18 weeks on a part time basis after Term II begins. 13th Term student teachers remain in their school placement full time until the end of the semester.

The student teacher should participate in all activities that are a normal part of the school program. This includes after school activities, extra rehearsals, professional meetings, festivals, and clinics. The student

teacher should be a participatory member of the profession, the school, and the community. He/she should learn not only how to improve his/her teaching skills, but also the role of the school and its relationship to the community thus, a wide range of out-of-school activities is appropriate.

During student teaching, the student is expected to devote full attention to teaching in the assigned school. If employment is an absolute necessity, it should be kept to a minimum and confined to weekends only. There shall be no employment interviews or specific campus responsibilities that will require the student to be absent from student teaching. Along with assuming instructional responsibilities, student teachers are expected to participate in school-sponsored in-service programs and other professional development activities. Student teachers are expected to assume responsibility for routine procedures related to non-teaching duties under the supervision and direction of the cooperating teacher.

Attendance

Attendance is a requirement for the student teaching experience as part of professional development for teaching. Each student must notify the school office and the cooperating teacher on days when absent. Excused absences for illness will be granted the student with a written notice from the Lawrence University Health Center. Absences due to family emergencies, etc. should be discussed individually with the cooperating teacher prior to absence. Three unexcused absences will result in a failing grade for the overall course. No personal activities are to interfere with student teaching. If the student is to be absent the day of a supervisory visit, the Lawrence supervisor must be notified well in advance.

Transportation

In general, students operating automobiles during student teaching are subject to the same liability restrictions as students driving on campus. Students should seek housing close enough to their student teaching assignments to permit their convenient and prompt arrival for teaching. Students operating motor vehicles are cautioned against using them for transporting students on field trips, special activities, etc. Should an accident occur during such transportation, the student teacher might be considered liable.

Professional Dress

Student teachers' dress and grooming are expected to be professional and consistent with that of the cooperating teacher and the schools standards. Blue jeans, jogging suits, or other casual attire are not recommended. It is important that the student teacher dress in keeping with the code established by the teachers of the school where the student is assigned.

Classroom Management and Cooperating School Regulations

Student teachers, cooperating teachers, and university supervisors are expected to develop relationships based on mutual respect and to engage in professional practices and activities which benefit all parties involved. The cooperating teacher should acquaint the student teacher with school wide and classroom disciplinary procedures and rules at the very beginning of the experience. If a school handbook is available that describes rules and disciplinary procedures, the student teacher should request one. Classroom management strategies will be discussed during the weekly university seminar for all student teachers.

Observation in the Classroom

It is important that during the first week of student teaching the students make their observations as meaningful as possible. The aspect of observation is a primary requisite for eventual participation in the active role as a teacher. The student teacher should have specific things in mind to observe followed by a

period of written reflection and discussion with the cooperating teacher. Reflections of early observation provide ideas and suggestions to assist in increased participation. Observation is the step before participation and can also be most valuable toward the close of student teaching.

Lesson Planning

All student teachers are expected to write lesson plans using the appropriate format recommended by Lawrence University (see appendix A). Written lesson plans will be shared with the university supervisor on days of observation. The concerns of discipline, lack of motivation, and disinterested students will largely disappear with well-planned, varied, and relevant lesson plans. Planning that is truly meaningful cannot properly take place without goals and objectives related to the teaching-learning situation. It is most important that early planning be done with the aid and counsel of the cooperating teacher, under whose guidance a healthy working relationship must be established. The plans must include day-by-day objectives and long-range objectives so that the teacher is better able to chart the course through student teaching. While there is variety as to the length and the detail of lesson plans, the student teacher lesson plans should contain the following basic principles:

Objectives. This part of the plan should show the basic purpose of the lesson and outline specific goals of the lesson to be accomplished by the learner.

Procedures to follow. The plan should provide for motivation, sequence of instruction, and necessary transition to a smooth conclusion.

Methods of evaluation. It is most important that the student teacher not only evaluate the progress made by pupils but also determine the incorporation of the objectives into the overall plan.

List of materials. A list of supplies and equipment available for use is included in the lesson of the day. The student teacher must become acquainted with the best possible implementation of these materials.

Electronic Portfolios

All Lawrence University student teachers are required to complete an electronic portfolio by the end of the student teaching semester. The purpose of the portfolio is to trigger self-reflection about one's overall learning and to serve as an opportunity for future employers to review the professional development of a teacher's knowledge, skills, and abilities. Further information and technical training will be available at the weekly student teaching seminar.

Assessment

Assessment is a cooperative process involving the student, cooperating teacher and university supervisor. The cooperating teacher will discuss their written evaluations with the student teacher prior to returning to the university. Lawrence University student teachers are required to videotape their teaching on a weekly basis as a means for evaluation. These videotapes should be reviewed first by the student teacher then later shared at the weekly student teacher seminar for review by peers and university faculty. The tapes serve as a vehicle for discussion and may be later edited for inclusion in a professional electronic portfolio.

Collegiate Music Educators National Conference (CMENC)

The Collegiate Music Educators National Conference is a key part of career preparation. It helps alert future music educators to changes, advancements, and improvements in the field of music teaching. Through on-campus activities, participation in conferences, and contacts with leaders in the profession,

members have numerous opportunities for professional development. Collegiate membership is required of all Lawrence University student teachers.

PROFESSIONAL ETHICS

Resolving Problems

It is important that all parties begin with a commitment to open and honest communication. While it may be necessary to have confidential conversations with a university supervisor, problems are difficult to resolve without open communication between all people involved at some point in the process. If the student teacher feels there is a problem during the student teaching experience, the student should first try to discuss the problem with the cooperating teacher and/or university supervisor. Confidentiality should be respected at all times.

In the event that there is serious concern about the student teacher's performance, the concern should be: 1) discussed with the student, 2) brought to the attention of the university supervisor, 3) documented on the appropriate form, and 4) brought to the attention of the Director of Music Education immediately. Any decisions about discontinuing the experience or making re-assignments will be made after reviewing all documentation, consulting all parties involved, and in some cases, conducting direct observations of the student teacher.

Code of Conduct

Lawrence students seeking to be certified for licensure must adhere to the professional and ethical standards expected of all licensed public and private school teachers in Wisconsin. Students should familiarize themselves with the relevant state laws as well as DPI and district rules and regulations governing their professional and personal conduct as a teacher. Student teachers should be aware of and follow all policies and rules adopted by the district and/or school(s). Student teachers are not to engage in a romantic and/or sexual relationship with any pupil of the school or district in which they are student teaching. Failure to abide by this code may result in dismissal from Lawrence's Teacher Education Program. Individual school districts retain the right to remove any student teacher based on district policies.

PROGRAM COMPLETION

Exceptions and Appeal Process

Lawrence students who have completed student teaching and who seek certification for licensure and who do not present a GPA of 2.75 in their major or a cumulative GPA of 2.75 may submit a written petition to waive the 2.75 GPA requirement(s).

A decision to grant the petition will be made by mutual agreement of the Chair of the Education Department at Lawrence University and the Certifying Officer (if different, otherwise by the Chair after consulting with the other members of the Education Department faculty).

In deciding whether to grant an exception, the evaluations of the student teacher's University supervisor and cooperating classroom teacher will be used to determine eligibility. Only those prospective teachers who successfully complete student teaching and all related course work in education and who receive the highest rating on their student teaching evaluations will be considered for such an exception. Other criteria that may also be used in making the decision to grant an exception may include (but not be limited to) the following: evidence of subject matter mastery not reflected by the GPA; presence of a documented learning or physical disability that affected the GPA; and, membership in groups underrepresented in the field of teaching. In all cases, a clear and compelling rationale must be presented by the applicant for an exception to be granted.

A candidate for licensure can not receive a waiver of the 2.75 GPA minimums if he or she was previously granted a waiver for either the 2.75 cumulative GPA or Praxis I qualifying score requirements for admittance to the Teacher Education Program and student teaching.

In the event that an exception is denied, an applicant for certification may appeal, in writing within 30 days of that denial, to the Dean of the Faculty. The Dean will consult with the members of the Education Department, review the evaluations of the applicants made by the University supervisor of his/her student teaching practicum and by the cooperating classroom teacher, and examine the teaching portfolio, Praxis I scores, faculty recommendations, etc.) The Dean may, but is not required to, seek additional information from the candidate, Lawrence faculty, and/or cooperating school personnel. In all cases, the Dean's decision will be final.

PRAXIS II – Subject Assessment/Specialty Area Test

Wisconsin requires that candidates for licensure pass a state designated content knowledge test (PI 34.15(2)(a)3.a and b). To be admitted to student teaching, complete Lawrence's Teacher Education Program and be certified for licensure, candidates must receive a passing score on this test. Therefore Praxis II should be taken no later than the semester before the student plans to student teach. There is no waiver for or exception to this requirement. Review online at: www.ets.org/praxis

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Teacher Licensure in Wisconsin

The student teacher is responsible for securing the application for a teaching license. Application forms are available from the Lawrence Education Department in Briggs Hall. The application form must be completed and returned to the Education Department for endorsement by the Certifying Officer. The application is then forwarded to the Wisconsin Department of Public Instruction. Students will not be licensed until the university degree is received. No student will be granted licensure without passing scores on Praxis I – PreProfessional Skills Test and Praxis II – Subject Assessment/Specialty Area Test. The license processing fee is \$100.00 and is valid for five years.

Teacher Licensure Outside Wisconsin

It is an individual responsibility to contact the state of choice in order to obtain licensing requirements and guidelines for states other than Wisconsin.

Job Search Assistance

The Career Center is available to assist Lawrentians seeking teaching positions in public or private schools. Among the services provided are DPI and Career Center on-line listings, and workshops on job hunting techniques.

The Career Center maintains a letter of recommendation service with which teacher candidates may establish a file. Letters of recommendation are necessary in order to apply for most teaching positions. The file contains a transcript, resume, and letters of recommendation. These recommendations should be obtained from the cooperating teacher and the university supervisor. Additional letters from a school administrator and/or department chair are often helpful. Student teaching evaluation forms are not included in the file. It is the student's responsibility to make sure that job search papers are complete and in order.

Music Education Conservatory Personnel:

Full-time Faculty Appointments

Richard Bjella	Conservatory
Andy Mast	Conservatory
Brigetta Miller	Conservatory
Laura Sindberg	Conservatory
Phillip Swan	Conservatory

Adjunct Appointments

Austin Boncher	Conservatory
Gary Wolfman	Conservatory
Heather McWilliams	

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COOPERATING TEACHER

RESPONSIBILITIES OF THE COOPERATING TEACHER

Cooperating Teacher Selection

Cooperating teachers have been carefully selected for the high quality of their instruction, their commitment to improvement of the teaching profession, and their willingness and ability to work with a colleague in their classroom.

Success in this experience is highly dependent upon recognition that it is a teaching-learning process that has a structure quite similar to that followed in any good instructional setting. Student teachers do vary in their abilities, personalities, preparation, and previous experiences, and consequently, modifications may be necessary in the organizational pattern of the student teaching experience.

The cooperating teacher usually influences the quality of the student teaching experience more than any other single person. It is primarily the teacher who guides and assists the student toward professional and technical growth. It is important that both the cooperating teacher and the student teacher understand the responsibilities involved in student teaching. During an initial conference, texts, curriculum guides, sample lesson plans, daily schedules, sample report cards, school handbooks, and other such materials should, if possible, be made available to the student teacher.

A student may approach student teaching with hesitancy and considerable apprehension. Until the student teacher feels secure, his or her real feelings may not be disclosed. One student may wait for the cooperating teacher to indicate what to do; another may ask too many questions; a third may follow the cooperating teacher like a shadow. Most student teachers are anxious to please and eager to learn. As one works with a student teacher, one begins to understand some of the forces which affect the student teacher's behavior.

Pre-Arrival Preparations

Cooperating teachers have found it important that their classes and the school be prepared for the arrival of the student teacher. The following are suggestions which may be helpful: Explain to the pupils that a second teacher will work with the class for a specific number of weeks. Point out that the new teacher will have many different experiences to share with the class. Give examples of how the teaching team will work together in helping the pupils learn. Explain that the pupils should eventually look to the new teacher for instruction and assistance. Pupils need time to become adjusted to the idea of working with a second teacher. They will manifest the cooperating teacher's attitude toward the student teacher.

Student teachers and cooperating teachers have listed the following suggestions as helpful: 1) Accept the student teacher as a person. Establish rapport as soon as possible. 2) Consider the student teacher as a member of the faculty. The student teacher should be included on faculty lists, taken to meetings, and encouraged to participate in committee work. 3) Design situations and techniques enabling the student teacher to identify the pupils names quickly. 4) Include the student teacher in planning and decision making in the classroom. 5) Provide a desk or a place for the student teacher's books and papers to help them feel ownership. 6) Explain formal and informal classroom and school policies. 7) Avoid correcting the student teacher in front of the pupils. 8) Share daily professional responsibilities. 9) Introduce the student teacher to the other school staff members. 10) Provide an opportunity for the student teacher to have uninterrupted conferences with you.

Planning with the Student Teacher

The need for planning is fourfold: 1) To assist in clarifying the student teacher's purposes and procedures. 2) To learn of the expectations of the cooperating teacher. 3) To communicate the student's intentions to

the cooperating teacher for constructive comments. 4) To achieve skill in developing effective written lesson plans.

The cooperating teacher's guidance determines to a great extent the quality of the student teacher's planning. During or prior to the first day of student teaching, it is necessary to meet in order to outline a plan for the student teacher's gradual acceptance of the teaching situation and to make plans for the semester.

Plans usually contain objectives for the learner, motivational techniques and procedures for attaining the objectives, and evaluation procedures. Plans should, of course, be specific but flexible (see appendix A for examples). Ultimately, the student teacher should plan and carry out all classroom activities for several complete weeks of teaching. It is often wise for the student teacher to develop written plans in considerable detail. Together, the cooperating teacher and the student teacher should develop a definite schedule for deadlines on written plans and for pre- and post-conferences on them. Even if these conferences take no more than ten or fifteen minutes, and even if the plan is brief, some type of communication system is a must. The cooperating teacher should give constructive criticism and provide adequate time for the student teacher to make suggested revisions. When the cooperating teacher makes such suggestions and corrections in advance, fewer interruptions occur while the student is teaching. In addition to such informal conferences, about one hour per week should be set aside for an uninterrupted conference to evaluate progress toward goals, to reassess the plan for the next week, and to handle problems of immediate concern which have not already been discussed and solved.

The cooperating teacher should: 1) Be specific. A record of the student teacher's actual behavior, expressions used, pacing, etc., will help the student teacher evaluate teaching effectiveness. 2) Encourage self-evaluation and videotaping of the student teacher. 3) Give definite suggestions. Include in the suggestions techniques for motivating students, presentation of materials, etc. 4) Indicate successes as well as suggest improvements for the student teacher.

Conferences with the student teacher may be planned to discuss things such as adjustment to the school, classroom routines, evaluation, observations, the student teacher's areas of weakness, lesson planning, professional activities, teaching materials, or basic subject matter in a given field and the implications for teaching. A student teacher must be continually informed of the rate of progress being made so that the teaching ability can be compared with teaching potential. It is expected that the student teacher would then capitalize on strengths and work toward overcoming weaknesses. Constructive suggestions should be a part of continuous planning.

Helping the Student Teacher Teach

The cooperating teacher may wish to consider the following suggestions to help the student teacher become more effective: 1) The student teacher must have the opportunity to teach and videotape his/her teaching as often as possible. Normally, the preliminary observation period should be relatively brief so that teaching may begin early in the term. Additional observations may then be distributed throughout the student teaching experience in the assigned classroom or in other classrooms within the school system. 2) Often, the student teacher will need help to see the pupils as individuals. The student teacher should develop keener perceptions of the pupils' needs, interests, and aptitudes as the classroom environment and teaching become more natural. The cooperating teacher should provide the student teacher with seating charts, arrange work with individuals and small groups, and encourage the student teacher to take advantage of opportunities to meet parents. 3) Variety is an important component of good teaching. The student teacher should be encouraged to use a wide variety of teaching techniques. Pupil and teacher demonstrations, self assessment, group discussions, lectures, question-and answer periods, directed study, audiovisual

presentations and other meaningful experiences should be employed as the situation permits. 4) Above all, one must remember that the student teacher is learning to teach. A student teacher is expected to make some mistakes. If this were not true, there would be little need for student teaching. Often the student teacher will recognize his or her teaching weaknesses and modify the approach to a given situation. It is the function of the cooperating teacher and the university supervisor to work together to provide needed assistance in this regard.

Observing the Student Teacher

Every teacher has favored ways of presenting an idea or concept, leading a discussion, motivating pupils, or handling discipline problems. Frequently, it is difficult to sit silently in the back of the room and watch a student teacher make mistakes or exercise what appears to be poor judgment. On the other hand, if the cooperating teacher interrupts, corrects and questions the student teacher in front of the class, the student teacher soon loses the opportunity to develop and maintain rapport with the pupils. This situation can usually be avoided if the cooperating teacher reviews the student teacher's plans prior to their implementation. Unless the student teacher asks for help, it is generally best for the cooperating teacher to withhold suggestions or praise until after the class has been dismissed. Any adverse effects of errors and mistakes in judgment should be corrected before the next class session. Usually, it is a better learning experience for the student teacher to attempt to handle a difficult situation on his or her own until help can be provided on a more confidential basis. Written assessments of a student teacher's performance during a particular class period are especially helpful to the student. A follow-up discussion and/or viewing of teaching videotapes can then help the student analyze the causes of any difficulty and plan ways to prevent its recurrence.

Activities Related to Classroom Teaching

While the primary purpose of student teaching is to provide an opportunity for the student to learn to teach in a specialized area, there should be an opportunity to experience as many aspects of the total teaching situation as time permits. During the student teaching period, the prospective teacher may engage in as many of the following activities as is possible in view of the primary objective: actual teaching: 1) Observe teachers in a variety of academic disciplines. 2) Seek supplementary materials that may be used to help present effective lessons. 3) Discuss grading standards and grading problems with the cooperating teacher. 4) Become acquainted with the library and technology resources and how these may be used effectively by the students. 5) Become acquainted with duties and responsibilities of administrative and special service personnel. 6) Attend staff meetings. 7) Become acquainted with school procedures in requesting equipment and supplies. 8) Become acquainted with the total school program through conferences with the principal and the superintendent. 9) Participate in co-curricular and extra-curricular activities.

Required Evaluation Forms

The responsibility for formative and summative evaluation is shared by the cooperating teacher and the university supervisor. Completion of forms is helpful because written feedback is valued by student teachers and it ensures that documentation is available and clear for a final grade. Both written and verbal suggestions should be as specific as possible to give the student teacher every opportunity to remove any areas of inadequacy before receiving the final evaluation.

Assessment

It is generally recognized that the most effective method of assessing changes in behavior is through self-evaluation. Student teachers must be encouraged to look at themselves objectively and to evaluate their assets and liabilities (weekly videotaping, journaling, etc.) Conferences with the principal, cooperating teacher, and university supervisor provide a springboard for such self-evaluation. Every effort should be made by the supervisory staff to indicate student teacher proficiencies and areas needing improvement.

Each cooperating teacher will be sent appropriate mid-term and final evaluation forms from the university (see appendix A for examples). It is expected that the mid-term evaluation will be used as a means of focusing upon the progress of the student teacher. It should include goals for the remainder of the student teaching experience. Both the mid-term and final evaluation forms must be completed by the cooperating teacher by the deadlines mentioned in the letter accompanying the forms. It is important that the final evaluation be returned promptly following the completion of the student teaching experience to: Director of Music Education, Lawrence University, PO Box 599, Appleton, WI 54912-0599.

THE UNIVERSITY SUPERVISOR

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The Lawrence University supervisor is to serve as a resource person for both the student teacher and the cooperating teacher(s). Both the cooperating teacher and the university supervisor should be encouraging and should direct the student teacher to develop his/her own teaching style while working to strengthen possible areas of weakness.

The university supervisors are essentially specialists in education and in their individual academic areas. All have taught for a number of years in the public schools. The supervisor provides educational leadership and is a link between the cooperating school and the university. The student teacher, the cooperating teacher, and the supervisor function as a team as they work to implement effective learning procedures and create professional working relationships.

As a team, the cooperating teacher and university supervisor assist the student teacher in developing professional responsibility. While the student teacher is directly accountable to the principal, this responsibility is in effect channeled through the cooperating teacher. At the same time, the student teacher is a student of Lawrence University. Thus, the supervisor has a vested interest in the welfare and educational development of the student.

Preparation for Student Teaching

Many additional responsibilities of the university supervisor are fulfilled prior to the student teaching term, including the following: 1) The supervisor assists in the identification of potential cooperating teachers and schools, and in the placement of student teachers. 2) The supervisor meets with prospective student teachers before the student teaching experience to outline expectations for the upcoming experience. 3) The supervisor prepares the students for entrance into student teaching by explaining the role of the student teacher in the school and the expectations of the school administration, the cooperating teacher, and the university staff.

Observations of Student Teachers

Observations refer to the actual presence of the university supervisor on site. The average frequency of visits is four times per semester. It is not unusual for a student to be visited several times in addition to the minimum. To accomplish this, the supervisor needs to be informed as to when the student assumes class teaching responsibilities. After observing the classes, the supervisor meets privately with the student teacher to discuss the student's general progress and to offer constructive advice. All suggestions are based on the principle that the supervisor is to help the student develop and improve as a teacher. The student will be encouraged to discuss openly and frankly all phases of the teaching situation.

Purpose of Observations

The purpose of the university supervisor's visits is to observe the student engaged in the teaching process and to help the student attain a satisfactory professional experience. In addition to observing and meeting with the student, the university supervisor confers with the cooperating teacher. Periodic discussions involving some or all of these three people is beneficial.

Student Teaching Seminar

The Lawrence University supervisor(s) teach a weekly on-campus seminar for student teachers. The course is a requirement for all student teachers and is normally offered Thursday afternoons from 4:00 – 5:00 p.m. in the conservatory. Weekly topics related to classroom teaching are discussed. Student teacher videotapes are also reviewed as a group and used as a vehicle for assessment.

Written Recommendations

The university supervisor is often asked to complete a written recommendation for the student teacher's employment credential file once the semester is completed. It is the responsibility of the student teacher to first obtain the necessary forms from the Lawrence University Career Center and then personally ask the supervisor for the written recommendation. Written recommendations by the university supervisor(s) and the cooperating teacher(s) are taken very seriously by school administration in charge of hiring.

Grades

The final responsibility for the assignment of a grade in student teaching rests with the university music education department. Student teaching is graded S/U only. Student teachers whose performance does not meet the standard necessary to earn an "S" grade will not be eligible for certification for licensure. In some instances unsuccessful candidates will be allowed to extend student teaching another nine to eighteen weeks in order to raise their performance to the level necessary to receive a passing grade.

APPENDICES

APPENDIX A

Lawrence University Suggested Lesson Plan Format

CMP TEACHING PLAN
Comprehensive Musicianship Through Performance

Title _____

Composer _____

Voicing/Instructor _____

Publisher _____

Date _____

Music Selection

- Reasons for choosing piece

Analysis

- Type of piece
- Heart of this piece
- Musical elements –

Form (macro- and micro-)

Rhythm

Melody

Harmony (counterpoint, etc.)

Timbre

Texture

Dynamics

Style

Growth

- Musical / cultural traditions and historical connections
- Quality and accuracy of edition

Outcome #1

- Underline verbs

Strategies

- Check learning modes
- Perform
- Create
- Listen
- Describe

A.

B.

C.

Outcome #2

Strategies

A.

B.

C.

Assessment

- Before
- During
- After

Lawrence University Conservatory of Music
GENERAL MUSIC KODALY LESSON PLAN

- I. Greeting (a general way to “make contact” or set up rapport with the class)
- II. Warm-up (kinesthetic and/or vocal)
- III. Singing game, dance, or movement
- IV. Review familiar material/songs
- V. New part of lesson (children are often the “freshest” at the beginning of a class)
 - may be a new conscious concept
 - may be a new exercise
 - may be a new song, rote or note
 - may be a new way to drill previous learnings
 - etc. etc. etc.
- VI. Review material
 - may be a drill idea in a game context
 - may be a quiz
 - may be singing a song with review of learned rhythms
 - may be a writing activity to reinforce past concepts
 - may be a listening or movement activity which reinforces past concepts
 - etc. etc. etc.
- VII. Closing material (new conscious concepts are NEVER taught towards the end of a lesson)
 - may be a song which children know well and like
 - may be a quiet activity
 - may be enriching the song with known instrumental accompaniments
- VIII. Good-bye/Farewell
 - may be sung
 - may be rhythmic
 - always pleasant (no matter what has happened in the class)
 - may be asking children for their “favorite” song and singing it with joy!

APPENDIX B
Evaluation Forms

Lawrence University Conservatory of Music
UNIVERSITY SUPERVISOR OBSERVATION

Student teacher: _____

Cooperating teacher: _____

Date, Time, Location: _____

Class or lesson observed: _____

Supervising teacher: _____

Immediate observations from lesson taught: time

Strategies for improvement:

Immediate observations from lesson taught: time

Strategies for improvement:

Lawrence University Conservatory of Music
STUDENT TEACHER EVALUATION

Student teacher: _____

Cooperating teacher: _____

Date, Time, Location: _____

University Supervisor: _____

I. LESSON PLANNING

Unsatisfactory
Adequate
Good
Excellent

VI. CLASSROOM MANAGEMENT

Unsatisfactory
Adequate
Good
Excellent

II. KNOWLEDGE OF SCORE

Unsatisfactory
Adequate
Good
Excellent

VII. PEDAGOGICAL SKILL

Unsatisfactory
Adequate
Good
Excellent

III. ORGANIZATION

Unsatisfactory
Adequate
Good
Excellent

VIII. MUSICAL SKILL LEVEL

Unsatisfactory
Adequate
Good
Excellent

IV. COMMUNICATION SKILLS

Unsatisfactory
Adequate
Good
Excellent

IX. CONDUCTING TECHNIQUE

Unsatisfactory
Adequate
Good
Excellent

V. PACING

Unsatisfactory
Adequate
Good
Excellent

X. OVERALL EFFECTIVENESS

Unsatisfactory
Adequate
Good
Excellent

**Lawrence University
Department of Education**

Student Teacher Program – Evaluation

Student Teacher _____

Cooperating Teacher _____ School _____

Subject and Grade Level Taught _____

Mid-term Evaluation _____ Final Evaluation _____

Professional Attitudes

	Superior	Above Average	Average	Below Average	Poor
1. Displays interest in and enthusiasm for the subject taught.	5	4	3	2	1
2. Evidences a genuine interest in the students and their well being.	5	4	3	2	1
3. Exhibits fairness, respect, and care in dealing with pupils.	5	4	3	2	1
4. Responds positively to criticism and suggestions for change.	5	4	3	2	1
5. Is self-critical and reflective about his/her teaching practice and works hard at becoming a knowledgeable and skilled teacher.	5	4	3	2	1
6. Participates in department and school meetings, programs, and activities.	5	4	3	2	1
7. Is reliable and prompt in the execution of classroom and school duties and responsibilities.	5	4	3	2	1
8. Accepts responsibility for students' learning and school success.	5	4	3	2	1
9. Establishes positive relationships with school colleagues, parents, and agencies in the larger community.	5	4	3	2	1

Teaching Procedures

10. Understands course/unit objectives and translates them into effective and varied learning activities.	5	4	3	2	1
11. Matches instruction to differences among students in cognitive ability and prior learning.	5	4	3	2	1

	Superior	Above Average	Average	Below Average	Poor
12. Works effectively with exceptional needs students in his/her classroom.	5	4	3	2	1
13. Plans, organizes, and delivers lessons reflecting an understanding of how adolescents/children learn and are motivated, individually and in groups.	5	4	3	2	1
14. Matches instruction to differences among pupils that arise from cultural background, ethnicity, or socio-economic status that affect their learning.	5	4	3	2	1
15. Teaches in a manner that responds to the needs of individuals as well as to the unique characteristics of the whole class and adapts instruction as necessary to promote student learning.	5	4	3	2	1
16. Creates situations that lead to increased student responsibility, confidence and self-motivation.	5	4	3	2	1
17. Understands and uses appropriately various forms of instructional technology.	5	4	3	2	1
18. Effectively uses verbal and nonverbal communication techniques that foster active inquiry and engagement in learning.	5	4	3	2	1
19. Uses appropriately a variety of formal and informal assessment techniques to evaluate pupils' learning.	5	4	3	2	1
20. Creates a learning environment that encourages positive social interaction and collaboration.	5	4	3	2	1
21. Prepares comprehensive, written lesson plans specifying learning objectives and providing for on-going assessment of learning.	5	4	3	2	1
22. Consistently engages pupils in the production of knowledge, discourse, or artifacts that demonstrate learning.	5	4	3	2	1
23. Typically engages students in multiple types of learning activity each class period.	5	4	3	2	1

Class and Classroom Management

24. Establishes and dispatches classroom routines and procedures promptly and smoothly.	5	4	3	2	1
25. Understands the relationship between classroom order and learning and manages the classroom accordingly.	5	4	3	2	1

	Superior	Above Average	Average	Below Average	Poor
26. Is quick to sense and respond to behavior problems.	5	4	3	2	1
27. Uses an engaging and challenging curriculum and instructional techniques that contribute to maintaining order.	5	4	3	2	1
28. Is fair and consistent in dealing with classroom management and student behavior problems.	5	4	3	2	1

Personal Traits

29. Displays emotional balance and self confidence.	5	4	3	2	1
30. Presents a neat, professional appearance and demeanor	5	4	3	2	1
31. Displays the enthusiasm, vitality, and sense of humor requisite to effective teaching.	5	4	3	2	1
32. Has voice and mannerisms that contribute positively to the presentation of material and student learning.	5	4	3	2	1
33. Establishes a learning environment characterized by mutual respect and tolerance.	5	4	3	2	1

Adequacy of Knowledge of Subject

34. Understands the central concepts, tools of inquiry, and structure of the discipline.	5	4	3	2	1
35. Demonstrates a sense of proportion for what is important to be taught.	5	4	3	2	1
36. Exhibits ability to translate content knowledge into meaningful learning activities that lead to learning for understanding.	5	4	3	2	1
37. Demonstrates ability to make connections among the liberal arts and sciences and draws upon various disciplines in presenting lessons.	5	4	3	2	1
38. Organizes content consistent with needs and levels of class taught; is able to modify content to respond to student needs and abilities.	5	4	3	2	1

**Lawrence University
Conservatory of Music
Music Education Student Teacher Evaluation**

Please rate the student using the following scale:

6=Not Observed 5=Superior 4=Above Average 3=Average 2=Below Average 1=Poor

Conducting Technique

_____beat patterns	_____attacks	_____changing tempo
_____right hand	_____releases	_____accents
_____left hand	_____staccato style	_____score reading
_____facial expression	_____legato style	_____communicating score
_____posture	_____dynamics	_____phrasing
_____cueing		

Rehearsal Technique/Problem Solving

_____written lesson plans	_____tuning procedure	_____piano skill
_____carrying out plans	_____balancing and blending group	
_____identifying problems	_____giving directions	
_____fixing problems	_____rhythms	
_____warm-up procedures	_____aural skill	

Knowledge of Instruments (band/orchestra student teachers only)

_____oboe	_____bassoon	_____flute
_____clarinet	_____saxophone	_____trumpet
_____horn	_____trombone	_____baritone
_____tuba	_____percussion	_____violin
_____viola	_____cello	_____bass

**Overall Evaluation of Student Teacher Performance
(compared to other student teachers of similar experience):**

5=Superior 4=Above Average 3=Average 2=Below Average 1=Poor

Additional comments (please indicate areas of particular strength and/or areas in which improvement must be demonstrated):

Supervisor Signature _____ **Date** _____

***Student Teacher Signature** _____ **Date** _____

*(required for mid-term and final evaluation)

Rev. 10/04

APPENDIX C

Electronic Portfolio Assessment

GENERAL UNIVERSITY PORTFOLIO:

- application
- repertoire reports
- jury reports
- petitions filed
- high school and university transcripts
- recital programs
- Praxis I scores
- academic actions
- withdrawal or leave of absence documentation
- student complaints
- correspondence with dean of the conservatory

MUSIC EDUCATION PORTFOLIO:

- application for admission to music education program
- high school transcript
- current Lawrence transcript
- ACT or SAT scores
- five recommendations: studio teacher, freshman studies teacher, music theory teacher, performance ensemble director, additional reference
- sophomore essay
- interview result letter
- cooperating teacher formal evaluations
- student teacher essay

EMPLOYMENT PORTFOLIO:

- resume
- philosophy statement
- teaching video
- sample lesson plan
- literature ideas sorted by grade level
- classroom management strategies
- evidence of pupil's learning
- community service
- leadership

STUDENT PROGRAM PORTFOLIO BASED ON THE TEN WISCONSIN TEACHER STANDARDS

- I. Subject Matter
 - general music history
 - history of music education
 - reference materials
 - reference recordings
 - instrument or voice type information
 - music theory/composition

- II. Broad Ranges of Ability
 - child development
 - brain research
 - grade level specific repertoire lists
 - learning styles

- III. Adapt Instruction to Meet the Diverse Needs of Pupils
 - students with special needs
 - teaching strategies
 - grade level-specific lesson plans

- IV. Variety of Instructional Strategies
 - technology
 - pedagogy/rehearsal techniques
 - two teaching samples demonstrating understanding of national standards for arts education
 - interdisciplinary learning
 - improvisation
 - aural skills
 - music reading
 - rhythmic skills

- V. Individual and Group Motivation
 - classroom management strategies
 - varied repertoire
 - trips
 - guest artists, camps, etc.

- VI. Verbal and Nonverbal Communication
 - conducting
 - score analysis
 - technology

VII. Organizes and Plans Systematic Instruction

- curriculum development
- minimum of one sample CMP plan
- lesson plans
- schedules and calendars
- auditions/placement
- recruiting and retaining
- facilities and equipment
- music library
- programming

VIII. Formal and Informal Assessment

- grading/evaluation information
- assessment ideas
- student teaching essay
- teaching videotape
- self-evaluation
- resume/interview
- evidence of pupil's learning

IX. Reflective Practitioner

- personal growth
- professional growth opportunities
- clinical experience journal entries
- philosophy statement

X. Fosters Relationships

- advocacy
- fundraising
- uniforms
- school district personnel and structure
- business of music
- positive letters of support

Note: Many of the topics contained in this portfolio can be cross-referenced to one or more of the ten standards.

APPENDIX D
Certification Portfolio

CERTIFICATION CHECKLIST

Major _____ (#1)*

General Education Requirements _____ (#2)

Education Courses:

EDUC 180 _____ (#5 #6 #7 #8 #11 #13)

EDUC 310 _____ (5 #6 #7 #11 #13)

EDUC 340 _____ (#6 #11 #13)

EDUC 350 _____ (#6 #8 #11 #13)

EDUC 550 _____ (#3 #4 #5 #7 #8)

EDUC 560 or 563 _____ (#3 #4 #5 #7 #8 #10 #11)

Praxis I PPST _____

Praxis II Content Assessment _____ (#1)

GPA _____ (#1 #2)

Program Admission Documents:

Recommendations _____ (#1)

Interview _____

Pre-Student Teaching Hours and Evaluations _____ (#7 #11 #12 #13)

Student Teaching (EDUC 650) _____ (#1 #2 #3 #4 #5 #6 #7 #8 #9 #10 #11 #12 #13)

Student Teaching Seminar _____ (#3 #4 #5 #6 #8 #10 #11 #12 #13)

Student Teaching Portfolio _____ (#1 #2 #3 #4 #5 #6 #7 #8 #9 #10 #11 #12 #13)

Reflective Essay _____ (#3 #5 #6 #8 #10 #11 #12 #13)

Video Tape _____ (#3 #4 #9 #10)

Cooperating Teacher Evaluations _____ (#1 #2 #3 #4 #5 #6 #7 #8 #9 #10 #11 #12 #13)

University Supervisor Evaluations _____ (#1 #2 #3 #4 #5 #6 #7 #8 #9 #10 #11 #12 #13)

*Indicates the standard(s) met by successful completion of this item.

STUDENT TEACHING PORTFOLIO EVIDENCE OF MEETING LAWRENCE'S TEACHER EDUCATION STANDARDS

Attached to this page is the document you must complete by the conclusion of your student teaching practicum and before you may apply to be certified for licensure. As the directions indicate, you must provide evidence that when you have finished student teaching you have successfully met Lawrence's 13 standards.

The evidence you select will necessarily vary from student to student and it is entirely up to you what you choose to include but you must show that you meet all 13 standards. When you think you have provided sufficient evidence for each and every standard, turn in the portfolio to your Lawrence University supervisor.

The supervisor will go over what you have submitted, sign and date the form if the evidence is sufficient and acceptable, return the portfolio to you, and place the form in your file.

You may revise and add to your portfolio as necessary in order to provide the requisite amount and quality of evidence.

You'll note that the suggested *possible sources* include items that you may or may not wish to have in the portfolio if you use it when you are interviewing for teaching positions (e.g., academic transcript, reflective essay). You'll also note that this list incorporates items that you may not have placed in your e-portfolio. Finally, please remember that you also are to turn in a photocopy of the portfolio that we will keep in your permanent file.

Please remove this cover page so that this document is the first thing we'll see when we open your portfolio.

Student Teaching Portfolio and Lawrence's Teacher Education Program Standards

After each standard the candidate is to indicate where evidence of completion may be found in this portfolio.

Specify document(s) and page number(s).

1. Understands the central concepts, tools of inquiry, and structure(s) of the discipline.
[possible sources: mid and final student teaching evaluation; transcript with major GPA indicated; lesson plans; Praxis II score; letters of recommendation from LU faculty, etc]
2. Understands the connections among the various liberal arts and sciences.
[possible sources: mid and final student teaching evaluation; transcript with GER completion indicated; student teaching essay, lesson plans, etc.]
3. Plans, organizes, and presents systematic instruction that makes the above aspects of the subject meaningful for pupils.
[possible sources: mid and final student teaching evaluation; lesson plans; evidence of pupils' learning; student teaching essay; letters from pupils, parents, school staff, etc.]
4. Uses appropriately a variety of instructional strategies including instructional media and technology.
[possible sources: mid and final student teaching evaluation; lesson plans; e-portfolio website; teaching video, etc.]
5. Matches instructional method and content to differences among pupils in cognitive ability, prior learning, degree of disability of exceptionality, etc.
[possible sources: mid and final evaluation; student teaching essay; letter of recommendation from school/district; lesson plans, etc.]
6. Matches instructional methods and content to differences among students that arise from cultural background, gender, socio-economic status, or community context.
[possible sources: mid and final evaluation; student teaching essay; letter of recommendation from school/district; lesson plans; teaching video, etc.]

7. Overall understands how adolescents learn and are motivated, individually and in groups, and teaches accordingly.
[possible sources: mid and final evaluation; student teaching essay; letter of recommendation from school/district; lesson plans, etc]

8. Creates a supportive, productive learning environment that encourages positive social interaction, collaboration, and self-motivation.
[possible sources: mid and final student teaching evaluation; student teaching essay; letters from pupils, parents or school staff; teaching video]

9. Effectively uses verbal and nonverbal communication techniques that foster active inquiry and engagement in learning.
[possible sources: mid and final evaluation; teaching video; student teaching essay]

10. Uses appropriately a variety of formal and informal assessment techniques to evaluate pupils' learning.
[possible sources: mid and final evaluation; lesson plans; student teaching essay; teaching video]

11. Demonstrates the ability to be self-critical and reflective about his or her practice, including methods of instruction, course content, classroom environment, etc.
[possible sources: mid and final evaluation; student teaching essay; annotated lesson plans, etc.]

12. Acts in an ethical, professional manner and exhibits fairness, respect, and care in dealing with pupils.
[possible sources: mid and final evaluation; student teaching essay; letters from parents, pupils or staff]

13. Establishes positive relationships with school colleagues, parents, and agencies in the larger community.
[possible sources: mid and final evaluation; student teaching essay; testimonial letters, etc]

STANDARDS CROSS REFERENCE
Lawrence University
Department of Education

Student Teacher Program – Evaluation

Student Teacher _____

Cooperating Teacher _____ School _____

Subject and Grade Level Taught _____

Mid-term Evaluation _____ Final Evaluation _____

Professional Attitudes

		Superior	Above Average	Average	Below Average	Poor
3	1. Displays interest in and enthusiasm for the subject taught.	5	4	3	2	1
8 (12)	2. Evidences a genuine interest in the students and their well being.	5	4	3	2	1
12	3. Exhibits fairness, respect, and care in dealing with pupils.	5	4	3	2	1
11	4. Responds positively to criticism and suggestions for change.	5	4	3	2	1
11	5. Is self-critical and reflective about his/her teaching practice and works hard at becoming a knowledgeable and skilled teacher.	5	4	3	2	1
13	6. Participates in department and school meetings, programs, and activities.	5	4	3	2	1
13	7. Is reliable and prompt in the execution of classroom and school duties and responsibilities.	5	4	3	2	1
11	8. Accepts responsibility for students' learning and school success.	5	4	3	2	1
13	9. Establishes positive relationships with school colleagues, parents, and agencies in the larger community.	5	4	3	2	1

Teaching Procedures

3	10. Understands course/unit objectives and translates them into effective and varied learning activities.	5	4	3	2	1
5	11. Matches instruction to differences among students in cognitive ability and prior learning.	5	4	3	2	1

		Superior	Above Average	Average	Below Average	Poor
5	12. Works effectively with exceptional needs students in his/her classroom.	5	4	3	2	1
7	13. Plans, organizes, and delivers lessons reflecting an understanding of how adolescents/children learn and are motivated, individually and in groups.	5	4	3	2	1
6	14. Matches instruction to differences among pupils that arise from cultural background, ethnicity, or socio-economic status that affect their learning.	5	4	3	2	1
7 (5, 6)	15. Teaches in a manner that responds to the needs of individuals as well as to the unique characteristics of the whole class and adapts instruction as necessary to promote student learning.	5	4	3	2	1
8	16. Creates situations that lead to increased student responsibility, confidence and self-motivation.	5	4	3	2	1
4	17. Understands and uses appropriately various forms of instructional technology.	5	4	3	2	1
9	18. Effectively uses verbal and nonverbal communication techniques that foster active inquiry and engagement in learning.	5	4	3	2	1
10	19. Uses appropriately a variety of formal and informal assessment techniques to evaluate pupils' learning.	5	4	3	2	1
8	20. Creates a learning environment that encourages positive social interaction and collaboration.	5	4	3	2	1
10	21. Prepares comprehensive, written lesson plans specifying learning objectives and providing for on-going assessment of learning.	5	4	3	2	1
7 (3)	22. Consistently engages pupils in the production of knowledge, discourse, or artifacts that demonstrate learning.	5	4	3	2	1
7 (3)	23. Typically engages students in multiple types of learning activity each class period.	5	4	3	2	1

Class and Classroom Management

8	24. Establishes and dispatches classroom routines and procedures promptly and smoothly.	5	4	3	2	1
8 (7)	25. Understands the relationship between classroom order and learning and manages the classroom accordingly.	5	4	3	2	1

		Superior	Above Average	Average	Below Average	Poor
8	26. Is quick to sense and respond to behavior problems.	5	4	3	2	1
7 (3)	27. Uses an engaging and challenging curriculum and instructional techniques that contribute to maintaining order.	5	4	3	2	1
12	28. Is fair and consistent in dealing with classroom management and student behavior problems.	5	4	3	2	1

Personal Traits

12	29. Displays emotional balance and self confidence.	5	4	3	2	1
12	30. Presents a neat, professional appearance and demeanor.	5	4	3	2	1
9	31. Displays the enthusiasm, vitality, and sense of humor requisite to effective teaching.	5	4	3	2	1
9	32. Has voice and mannerisms that contribute positively to the presentation of material and student learning.	5	4	3	2	1
8	33. Establishes a learning environment characterized by mutual respect and tolerance.	5	4	3	2	1

Adequacy of Knowledge of Subject

1	34. Understands the central concepts, tools of inquiry, and structure of the discipline.	5	4	3	2	1
1	35. Demonstrates a sense of proportion for what is important to be taught.	5	4	3	2	1
3	36. Exhibits ability to translate content knowledge into meaningful learning activities that lead to learning for understanding.	5	4	3	2	1
2 (3)	37. Demonstrates ability to make connections among the liberal arts and sciences and draws upon various disciplines in presenting lessons.	5	4	3	2	1
3 (5, 6)	38. Organizes content consistent with needs and levels of class taught; is able to modify content to respond to student needs and abilities.	5	4	3	2	1

APPENDIX E

Wisconsin Department of Public Instruction **Sample License Application Form**

Revisions:

First page – Table of Contents	September 8, 2005
Page 15 – Exceptions and Appeal Process	September 8, 2005
Page 15 – Praxis II	September 8, 2005
Page 16 – Teacher Licensure in Wisconsin	September 8, 2005
Page 16 – Teacher Licensure Outside Wisconsin	September 8, 2005
Page 16 – Removed Janice Parker from Adjunct Appt	September 8, 2005
Page 16 – Removed Steve Jordheim and Nick Keelan from Full-time Faculty Appointments	January 24, 2008
Page 16 – Added Laura Sindberg to Full-time Faculty Appointments	January 24, 2008
All instances of PPST – changed to Praxis I	September 8, 2005
All instances of Praxis II modified to read Praxis II – Subject Assessment/Specialty Area Test	September 8, 2005