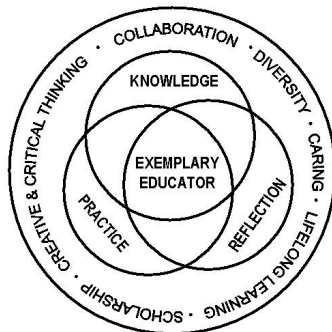


STUDENT TEACHING IN MUSIC: PROGRAM HANDBOOK



A COMMUNITY OF LEARNERS

**School of Music
Northern Illinois University
DeKalb, Illinois 60115**

SCHOOL OF MUSIC
STUDENT TEACHING HANDBOOK

REVISED: 2019

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I. Purpose Statement of Student Teaching Handbook

This handbook is a compilation of departmental and university guidelines. It also serves as a guide, both in promoting and answering questions that will improve the quality of the student teaching experience.

Student teaching is a team effort, with the student, cooperating teacher, university supervisor, and school administration each playing an integral part in the development of a successful classroom teacher. This handbook addresses the responsibilities of each member of that team. Members of the student teaching team should be aware of their own responsibilities, as well as those of other members, to ensure that student teaching is a positive experience for all involved. If there are any questions after reading the handbook, please contact Dr. Christine D'Alexander, Coordinator of Student Teaching, at 815-753-1551 or cdalexander@niu.edu.

II. Purposes and Goals of Student Teaching

Student teaching is an experience designed to provide those individuals who are becoming candidates for licensure with the opportunity to complete the development of their professional skills as teachers and to implement those skills in a school environment. Student teaching is the bridge from the study of effective teaching to the practice of effective teaching. The education professionals on the team are chosen because of their ability to help the novice teacher and their dedication to quality education. Positive student teaching experiences play a critical role in our teacher preparation program, and serve as the capstone for the degree.

Goals of the Student Teaching Experience

Student teachers will develop:

1. The ability to design effective learning experiences for all students, regardless of background or ability level.

Student teachers are expected to make every attempt to get to know their students quickly. Any assistance that can be provided by cooperating teachers is appreciated, including giving the student teacher background information on students, sharing seating charts and classroom expectations, granting access to IEPs, and giving guidance on required or desired curricula for

ensembles and classes. Student teachers are expected to write lesson and rehearsal plans on a regular basis, using NIU's assigned format or another standards-based template.

2. The ability to implement engaging learning experiences for students.

Student teachers will be developing their skills in classroom management, pacing, and diagnostics within the ensemble and classroom setting. Students should be given the opportunity to learn by doing, in a supportive environment. Post conferences related to what the student teacher did well and what needs to be improved for next time are an important part of the process of teacher development. Both written and verbal feedback is encouraged, and regular observation of the student teacher by the cooperating teacher is expected. We also encourage students to request a formal observation from an administrator, if that is possible.

3. Student teachers are expected to reflect on and assess their impact on student learning.

A successful teacher needs to be able to perform both evaluations of student work as well as self-evaluation. The student teacher will develop the ability to design tools for and perform assessment tasks. ***Impact on student learning is our highest priority.*** We expect our student teachers to videotape themselves teaching and reflect specifically on those observations to improve their practice.

III. Responsibilities of the Student Teaching Team

The experience of student teaching increases the ability of the candidate to perform all the duties of the professional teacher successfully. In order to ensure success, it is essential that the responsibilities of each member of the student teaching team be clearly understood and met and that each member becomes directly involved in the process.

Student Teacher Responsibilities

Students should:

- Conduct themselves as professionals at all times, and adhere to all policies as required the cooperating teacher, school/school district, and NIU.
- Treat all students and colleagues with respect, and maintain appropriate dispositions throughout the experience.
- Follow the district calendar for each placement.
- Attend all classes and rehearsals in each placement on time and well prepared, with detailed lesson/rehearsal plans. **Absences should be kept to a minimum and students must email and/or call Dr. D'Alexander and their field supervisor in the event of an absence. It is expected you contact your cooperating teacher first.**
- Limit the number of outside commitments – student teaching requires intense focus and presence and student teachers are not allowed to participate in additional coursework or campus activities or ensembles.
- Attend all student teacher seminars, in addition to the required orientation.
- Submit weekly email journals to university supervisor (format and expectations vary depending on the supervisor and will be communicated at the start of the semester).
- Complete and submit all required NIU assignments, including the edTPA.
- Implement suggestions from cooperating teachers and university supervisor(s).

Cooperating Teacher's Responsibilities

The overall responsibility of the cooperating teacher is to work with the student teaching team in designing an experience which best prepares the student teacher to be a professional teacher while maintaining instructional quality. This includes overseeing the day-to-day activities of the student teacher, making suggestions when appropriate, sharing ideas, and serving as a role model. The cooperating teacher needs to provide regularly scheduled evaluations of the student teacher in order to guide the student teaching experience; a combination of written and verbal feedback is most desirable.

The role of the cooperating teacher in relation to duties within the classroom should include:

1. clarifying the philosophy and goals of student teaching and explaining how the learning environment is governed by this philosophy;
2. preparing a tentative time schedule for the student teacher's assumption of classroom responsibilities;
3. sharing short and long term goals for the class with the student teacher;
4. discussing expected time of arrival and length of school day;
5. guiding the student teacher in the preparation and implementation of daily and long range lesson plans, and gradually increasing the student teacher's responsibilities in this area;
6. observing and conferencing with the student teacher to regularly provide suggestions for improvement and to help the student teacher assess personal and professional qualities that relate to teaching;
7. providing daily feedback, both verbal and written, to help the student teacher assess progress, strengths, and weaknesses;
8. apprising the university supervisor at once in the event of problems, minor or major; and
9. submitting final evaluation forms, in a timely manner, to the School of Music.

University Supervisor's Responsibilities

The university supervisor should make sure that positive communication is established, the roles of team members are understood, and the university's expectations are clearly explained. The supervisor will work with the student teaching team to design an experience that best meets the student teacher's needs while maintaining the quality of instruction. The university supervisor has a dual responsibility to both the student teacher and the school.

The university supervisor's responsibilities include:

1. conferencing with the cooperating teacher about the student teacher's strengths and weaknesses;
2. discussing expectations such as directed observations and written lesson plans;

3. visiting and observing student teachers in their assigned schools at least twice and more if requested by the cooperating teacher;
4. communicating weekly or as needed or requested with student teachers via email;
5. serving as discussion leader and resource person in scheduled seminars;
6. completing observation forms and a final evaluation to be submitted in a timely manner to the School of Music.

School Administrator's Responsibilities

The administration should work with the student teaching team to design an experience that best meets the student teacher's needs while maintaining quality instruction in the classroom. The administration should assume a leadership role in establishing a climate of acceptance of the student teacher by faculty and other school staff, and assisting the student teacher in developing appropriate professional relationships with faculty, staff, students, and the school community. This will occur when the administration shares the responsibility of supervising the student teacher.

IV. edTPA: Required Student Teacher Performance Assessment

As of the spring of 2013, NIU's Music Education program has required students to complete an edTPA project. This required assessment – administered during student teaching – is an in-depth assessment of our candidates' ability to plan, instruct and assess a 3-5 lesson learning segment.

In order to prepare students, we are discussing this project in methods classes and expecting them to seek out information by looking at the edTPA Performing Arts Handbook. In fall of 2015, the assessment became a required component of earning an Illinois teaching license; therefore, all of the teacher preparation programs in IL (and many other states across the country) have implemented the same project during student teaching. edTPA, developed by the Stanford Center for Assessment, Learning and Equity (SCALE), is administered by Pearson, Inc. The cost for scoring the assessment is \$300. This requirement is high stakes and is used as one component in the determination of eligibility for licensure.

In short, the edTPA requires students to:

TASK 1

- Gather and analyze demographic data on the chosen group of students in a Context for Learning Essay
- Plan and reflect on a 3-5 lesson learning segment that is student centered; based on a central learning focus; attends to academic language needs; differentiates for all learners; includes a large and a small group focus; and encourages both student-teacher interaction, as well as student-student interaction.
- Create both commentary (reflection) as well as artifacts (lesson plans, worksheets, assessments, ppt slides, and so on)

TASK 2

- Teach the learning segment to a group of students
- Implement a formal assessment of learning, collect data and give feedback
- Videotape all teaching but choose 2 unedited video segments of no more than 10 minutes each as the basis for additional commentary. (Appendix B: Video Release Form)
 - [Each video needs be a continuous segment, and cannot be spliced from different points during a lesson. Also, cooperating teachers can assist with the video, but should not be seen or heard if possible.]

TASK 3

- Analyze student data and look for trends and patterns
- Choose three student work samples on which to provide additional, focused commentary
- Reflect on how the learning segment impacted student learners, demonstrating understanding of teaching effectiveness and evidencing thoughts on what should/could be done differently in the future to increase student success/learning

edTPA Additional Important Info:

The edTPA project, developed by the SCALE center at Stanford University, aligns well with the Charlotte Danielson model that the Performance Evaluation Reform Act of Illinois is based.

While the project can be supported by cooperating teachers through discussion, all materials are to be created by the student teacher and cooperating teachers are not allowed to give specific feedback on the student's written materials (this is true for faculty and supervisors as well). For this reason, we are embedding aspects of the project prior to student teaching, as rich feedback and ongoing guidance is allowed prior to it serving as a summative assessment during student teaching.

In addition, cooperating teachers should not be seen or heard leading the class at any point, or helping to manage students in videos. The student teacher needs to be the lead teacher and evidence the ability

to engage, support and manage students independent of another adult's involvement. [I believe the exception to this can be an individual student's aide, an interpreter, or a visitor to the classroom that is unplanned.]

Cooperating teachers can discuss (generally) the project with student teachers; answer questions about their K-12 students, classroom routines, or required curriculum; provide reference materials for use in lesson design; assist with videotaping; and discuss teaching effectiveness as you always do.

If interested, here are the main edTPA websites:

<http://edtpa.com/>

<http://edtpa.aacte.org/>

<https://scale.stanford.edu/>

Final Notes:

Feel free to reach out by phone or email if you want more detailed information or want to discuss how the project fits in your setting. While we will be supporting student teachers with the logistics and format of the project, the ultimate priority is the growth and development of your students. We hope the edTPA assists our teacher candidates with a smooth transition into the profession; but most importantly, we hope that it strengthens our impact on our K-12 partners.

V. Student Teaching Placement Process

1. Request for Placement Form Mailed

A **placement request form** is mailed to the desired school district. The school district is responsible for determining whether or not there is an opening for the student teacher.

2. Request for Placement Form Returned

After the school has determined the availability of a cooperating teacher, the form will be completed and mailed back to the School of Music, Attn: Lynn Retherford, Placement Director. By responding 'yes,' the school has only tentatively accepted the student teacher. Formal acceptance is not attained until after the student interview.

Note: If a student is not accepted at the requested school, Steps 1 and 2 are repeated. If a student is tentatively accepted, proceed to Step 3.

3. Visit Confirmation Form Sent to Student

As soon as the Placement Director receives the completed *placement request form*, a ***visit confirmation form*** is sent to the student. This form will include the name and address of the school, as well as the name of a contact person. It is the student's responsibility to arrange an interview.

4. Interview and Return of Visit Confirmation Form

During the interview the student and school representative will determine whether or not the assignment is suitable for all involved. When this is decided, the ***visit confirmation form*** should be signed by the designated individuals and returned to the School of Music, Attn: Lynn Retherford. After this form has been returned, the student is considered formally placed.

VI. Evaluation Process

Evaluation should be viewed as a continuous, cooperative venture involving all concerned in the student teacher experience. This includes the student teacher, cooperating teacher, university supervisor, and school administrator, when possible. Evaluation is used in three ways during the student teaching experience. It is used to 1) determine the qualifications of the student teacher, 2) assess the effectiveness of the experience, and 3) judge the effectiveness of the university-school link.

The first, and most important, component is the appraisal of the strengths and weaknesses of a student teacher to determine whether, and in what context, he/she will be a qualified teacher. The evaluation of the student teacher is conducted by each member of the team, including the student teacher. The self-evaluation component is the most important because teachers must always be prepared to assess their own effectiveness. It also provides a check on the student teacher's attitude toward teaching and his/her motivation. Written final evaluations of the candidate by the university supervisor and cooperating teacher are used in combination with other university expectations to determine a student's final grade for each placement.

Cooperating teachers and university supervisors will fill out an electronic evaluation for the student teacher. Final evaluations are due no later than the last day of the placement and instructions for logging into the system are shared via email, to protect access to the system. **A hard copy of both the evaluation for K-8 General Music and the evaluation of 6-12 Secondary Ensemble work are included in Appendix A of the handbook.**

The second evaluation component assesses the effectiveness of the student teaching experience. Input is again sought from all members of the student teaching team. Issues that should be assessed include ways to improve student teacher placement, support, preparation, and evaluation.

The College of Visual and Performing Arts at Northern Illinois University is proud of the quality of teaching by both its faculty and the graduates of the teacher preparation programs. However, we are constantly striving to improve and update our processes; please feel free to reach out to us if you have any feedback for us. NIU will send you an Exit Survey for you to give anonymous feedback to the university, and your participation on that is appreciated and valued as well.

The third component judges the effectiveness of the cooperation between the university and the school. How can the communication, selection, and preparation of cooperating teachers, candidate preparation, and university/school relations be improved? Input is sought from the school administration, the cooperating teacher, and the university supervisor.

Additional Contacts:

School of Music: <http://niu.edu/music/>

- Christine D'Alexander, DMA, Assistant Professor, Coordinator of Student Teaching, cdalexander@niu.edu
- Mary Lynn Doherty, Ph.D. Coordinator of Music Education, mdoherty@niu.edu
- Jui-Ching Wang, DMA, Associate Professor, jcwang@niu.edu
- Lynn Retherford, Music Teacher Licensure and Placement Director for Student Teaching, lretherford@niu.edu

Administration

Andrew Glendening, Ph.D., Director of the School of Music, aglendening@niu.edu

Paul Kassel, Dean of the College of Visual and Performing Arts, pkassel@niu.edu

College of Visual and Performing Arts: <http://www.vpa.niu.edu/cvpa/>

Jenny Parker, Ph. D. Assoc. Vice Provost, Office of Educator Licensure and Preparation,
jparker@niu.edu.

NIU Teacher Licensure Office: <http://niu.edu/educator-licensure/>

VII. Descriptors of Evaluative Criteria

Methods of Instruction

- Integrates areas of knowledge
- States goals and objectives clearly
- Makes learning relevant and engaging for students
- Utilizes a variety of teaching strategies and techniques
- Plans and adjusts for individual differences

Content Knowledge

- Presents accurate concepts and information
- Uses correct terminology
- Presents material at the appropriate level for the learner
- Develops meaningful applications of subject matter
- Understands structure and sequencing of the content he/she is teaching
- Integrates content areas
- Researches and understands background of subject matter
- Demonstrates ability to select and prioritize concepts for learning

Organizing and Planning

- Prepares daily and long range plans thoroughly and consistently

- Considers interests, background experiences, diversity, needs, and abilities of individual student when lesson planning
- States goals and objectives clearly
- Selects appropriate methods, activities, materials, and assessments
- Utilizes a variety of instructional material and technology when appropriate
- Uses available personnel in planning such as, inclusion specialists, teacher aides, resource personnel, and paraprofessionals
- Plans lessons appropriate for an individual, a small group, or a total group

Classroom Control

- Helps students achieve workable solutions to classroom problems
- Makes classroom procedures explicit
- Is knowledgeable about school policies and adheres to them
- Tempers procedures with respect for the individual and for individual differences
- Is consistent in application of control
- Helps students realize the inter-relationship of freedom and responsibility

Ability to Motivate

- Facilitates engaging learning experiences
- Helps students establish realistic goals
- Motivates students to learn
- Demonstrates a high level of personal musicianship
- Fosters curiosity and stimulates original thinking
- Motivates students toward continuous development

Attitude toward Students

- Treats all students with respect
- Maintains a positive attitude toward students
- Recognizes and provides for differences in students
- Helps students develop a positive self concept

Ability to Communicate

- Speaks and uses vocabulary and grammar correctly
- Writes using correct spelling, grammar, punctuation and form
- Communicates effectively with children and adults
- Gives clear, concise, and complete directions
- Initiates communication with the cooperating teacher and the university supervisor
- Actively listens and responds to children and adults

Evaluation of Students

- Makes effective use of various assessment techniques including both formative and summative assessments
- Considers student's differences when assessing (learning style, diversity, inclusion needs, etc.)
- Sets realistic priorities for evaluation
- Encourages students to self-evaluate (journal reflection, portfolio assembly, editing, etc.)
- Maintains confidentiality in terms of individual student progress/grades

Creativity

- Presents materials in an original and exciting manner
- Initiates and encourages innovative ideas
- Uses imagination in teaching-learning situations
- Uses a variety of instructional approaches and materials

Cooperation

- Able to establish leadership in one's classroom
- Facilitates the resolution of conflicts
- Works collaboratively with children and parents
- Has ability to maintain flexibility in trying situations

Adaptability

- Is capable of changing plans when necessary
- Exercises flexibility in classroom situations
- Is able to adjust or modify willingly without exhibiting personal biases
- Is able to modify individual and group activities

- Is able to adjust to cultural diversity
- Ability to adjust to the existing teaching structure while still maintaining one's educational philosophy

Dependability

- Assumes responsibilities, such as those involved in planning, evaluation, etc., which are germane to the student teaching experience
- Seeks, assumes and completes responsibilities not directly connected with the classroom
- Arrives on time to classes, faculty meetings, P.T.A. events organized and prepared
- Submits lesson plans, logs, and other assignments on time
- Prepares for unforeseen circumstances such as illness and necessary absences and contacts cooperating teacher and supervisor to assume that class preparations are finalized

Initiative

- Generates initiative toward developing teaching techniques, methods, materials, and ideas beyond minimal productivity, or performance
- Initiates requests to try things on his/her own
- Anticipates activities to be accomplished and completes them
- Demonstrates a willingness to assume additional responsibilities beyond those assigned

Enthusiasm

- Exhibits enthusiasm for the many facets of teaching.
- Shows enthusiasm toward what he or she is teaching or presenting
- Exhibits enthusiasm when interacting with students

Emotional Maturity

- Accepts constructive criticism and benefits from it
- Maintains constructive disposition in dealing with students and colleagues
- Does not allow drastic mood changes to affect teaching
- Does not generally permit own personal problems to interfere with effective teaching
- Does not become easily frustrated and/or discouraged by ordinary teaching problems
- Deals reasonably with unexpected teaching problems

Speech and Voice

- Uses appropriate and professional vocabulary in teaching
- Uses a voice that is effective with the listener
- Projects so that students can hear
- Speaks articulately
- Uses voice techniques to stimulate interest in learning

Professionalism

- Sets professional goals and works to achieve them
- Cooperates with the other members of the faculty in solving mutual problems
- Works to maintain and make a positive contribution to the quality of education in the school
- Maintains appropriate relationships with students and colleagues in and out of the classroom
- Communicates in a respectful manner with students and colleagues
- Reflects upon and strives for professional improvement

VIII. General NIU Policies

Student Teaching Assignments

NIU offers a variety of student teaching placements throughout northern Illinois. Every effort is made to place student teachers in schools that best meet their needs. Students **are not** to attempt to make their own arrangements with a school for student teaching assignments because this often leads to misunderstanding. Student teachers **may not be** allowed to teach in a school from which they have graduated or in a school in which a relative is a student, faculty/staff member, or board member. We expect students to maintain professional relationships with cooperating teachers. Approval of placements is at the discretion of the Coordinator.

The Illinois State Board of Education (ISBE) does not permit student teaching to be a paid experience. School districts where student teachers are placed are not to use the student teachers as substitute teachers. If the cooperating teacher is absent for any reason during the student teacher's assignment, the district is responsible for providing an appropriate substitute teacher.

Student teachers are responsible for the cooperating teacher's classroom assignment. The district may not assign student teachers responsibilities other than those in the regular classroom teacher's job description.

While student teaching, the student's primary responsibility should be the student teaching assignment. Student teachers are strongly discouraged from holding employment and are not allowed to take additional coursework during the semester of student teaching.

During the student teaching semester, the student follows the school district's calendar regarding breaks and holidays, not the NIU calendar. However, seminars and supervisor visits will be based on NIU's academic calendar.

Registration

Students must register and pay tuition and fees for student teaching just as for any other course. Permits must be obtained before students register for student teaching.

Housing and Transportation

Students are encouraged not to commute long distances to their student teaching assignments and are encouraged to live near their schools. An attempt will be made to place student teachers in locations convenient to them. However, the primary concern in making an assignment is the quality of the learning experience. If the student has an off-campus teaching assignment, he/she may be released from a dormitory. The student may obtain a letter confirming his/her assignment from the School of Music. The student must turn in this document to the Office of Student Housing Services as soon as the student teaching assignment is finalized. No reduction in charge will be made until the student officially checks out of the residence hall, removes all belongings from the residence hall room, and turns in his/her meal ticket. For further details please see the residence hall agreements or contact the Student Housing Office at 815-753-1525.

Students are responsible for transportation to their student teaching sites.

Insurance

Students who have paid full-time fees have \$250,000 lifetime maximum benefit accident and illness coverage while student teaching. Bills for services should be sent directly to the Student Insurance Office at NIU. Forms for insurance claims by students may be obtained at the University Health Center. Any questions regarding insurance coverage and benefits offered under this package should be directed to the Student Insurance Office at 815-753-0122.

Criminal Background Checks (CBCs) and Other Required Clearances

Student teachers are expected to contact each district they will be teaching in advance of each placement to find out and complete appropriate clearance procedures and expectations. Criminal background checks are handled by districts or counties, and NIU is no longer involved in that process. Any costs associated with clearance for student teaching (for ex.: TB testing or CBCs) are the responsibility of the student teacher.

All NIU student teachers are required to demonstrate freedom from the communicable disease tuberculosis (TB). Testing for tuberculosis is available through the University Health Center, 815-753-1311.

Emergency Situations

Temporary Disability/Medical Condition During Student Teaching

If a student teacher's classroom performance is affected by a temporary disability or medical condition, the university supervisor shall consult with the cooperating teacher, the major department, and any other outside experts necessary to determine the disposition of the case. Should the decision be made to terminate the student teaching experience, the professional opinions of the cooperating teacher and university supervisor should be discussed with the major department before termination.

Litigation Involvement During Student Teaching

If a student is involved in litigation of any kind, which may impact his/her ability to perform as a student teacher, he/she will be requested to submit a written statement regarding such litigation to his/her discipline coordinator. After review of the written statement by the discipline coordinator, the student will be given the opportunity to make an oral statement concerning the litigation if appropriate. The student's discipline coordinator, in consultation with the NIU legal counsel and the student's major department, shall decide whether the student teacher will be allowed to continue to student teach at that time.

Striking Public Schools

In the event that a work stoppage action is taken by some or all of the school employees during the time when students are assigned to the school, students will be encouraged to assume the role of neutral persons.

1. Students shall not be required to participate in picketing or other work stoppage actions.
2. Students shall not be required by the school district to cross picket lines or to report for work when such action would constitute a breaking of the work stoppage.
3. If, in any event, the student participates on either side of the work stoppage, such participation shall be as an individual, not as a university agent, and Northern Illinois University disclaims any liability or responsibility for any action or the consequences of any action taken by such individual as a result of his/her participation.
4. Students placed in school districts where such a work stoppage has occurred are required to notify their university supervisor as soon as they receive notice of the work stoppage. It is the student's responsibility to maintain contact with the university supervisor regarding the ongoing status of any such work stoppage.
5. In the event that the work stoppage continues for a week or more, the university may make arrangements for an extended experience or an alternate placement.

Protection of Student Teachers in Case of Liability

Illinois statutes expressly include student teachers in both indemnification and insurance provisions for school personnel. 150 ILCS 5/10-20.20 provides that the board has a statutory duty to "indemnify and

protect student teachers against civil rights damage claims and suits, constitution rights damage claims and suits, and death and bodily injury and property damage claims and suits” when such claims arise out of alleged negligent or wrongful conduct committed in the scope of employment or under the direction of the board. Student teachers should not be placed in schools that do not carry liability insurance that covers student teachers.

IX. Career Planning and Placement Files

Career Planning and Placement Center

210 Campus Life Building

<http://www.niu.edu/careerservices/>

815-753-1641

The Northern Illinois University Career Planning and Placement Center will assist the student in preparing teaching credentials and maintaining a permanent file. It is strongly recommended that all students who plan a teaching career begin the process of creating their credential file within the first two months of their student teaching semester.

Credentials consist of a packet of personal data prepared by the student and the student teaching evaluations written by the cooperating teacher and the university supervisor. The packet prepared by the student consists of a personal data sheet, a record of education and major field of study courses, an authorization form for the release of information to school districts, and a registration form.

The cooperating teacher and university supervisor evaluations are considered by public school employees to be extremely important in the employment process, and public school employers usually will not grant an interview prior to viewing the candidate's credentials.

Students should add one or two faculty references to this file. Faculty references must be written on letterhead with original signatures.

During the first year following a student's graduation, the Center will send out five copies of credentials free of charge. Additional copies after the first five, or after the first year, will be sent at a charge of \$5.00 each.

In addition to maintaining credential files for students in teacher licensure programs, Career Planning and Placement will assist students in creating resumes. Please contact the Career Planning and Placement Office for the hours and availability of this service.

X. Directory Information

School of Music
815-753-1551

Music Education Faculty

Christine D'Alexander	cdalexander@niu.edu	815-753-0642	Instrumental
Mary Lynn Doherty	mdoherty@niu.edu	815-753-2435	Coordinator, Choral/General
Jui-Ching Wang	jcwang@niu.edu	815-753-7979	World Music/General

Placement Director

Lynn Retherford	lretherford@niu.edu	815-753-1552	Licensure
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Website

www.niu.edu/music

XI. Appendix A – Student Teacher Evaluations

These are samples of both the elementary general music evaluation as well as the secondary ensemble evaluation. Cooperating Teachers will fill out and submit their evaluations electronically at <http://niu.edu/music/links/index.shtml>. Please contact Christine D'Alexander at cdalexander@niu.edu or 815-753-0642 with questions. Evaluations are due by the last day of the student teaching placement.

Note: in the electronic versions, the comment sections can be expanded as needed, but those spaces are condensed in the print version.

ASSESSMENT OF STUDENT TEACHING EXPERIENCE

ELEMENTARY /GENERAL MUSIC K~8

STUDENT TEACHER: _____

DATE: _____ / _____ / _____

[] FIRST PLACEMENT [] SECOND PLACEMENT

DESIGNATIONS	DESCRIPTOR
E: EXCELLENT	THE STUDENT TEACHER'S KNOWLEDGE, SKILLS OR DISPOSITIONS ARE EXCEPTIONAL.
P: PROFICIENT	THE STUDENT TEACHER'S KNOWLEDGE, SKILLS OR DISPOSITIONS MEET(S) EXPECTATIONS.
N: NEEDS IMPROVEMENT	THE STUDENT TEACHER NEEDS TO IMPROVE IN THIS AREA AND DOES NOT YET EVIDENCE SUFFICIENT KNOWLEDGE, SKILLS OR DISPOSITIONS.
U: UNSATISFACTORY	THE STUDENT TEACHER DID NOT EVIDENCE THE KNOWLEDGE, SKILLS OR DISPOSITIONS REQUIRED OF STUDENT TEACHERS COMPLETING A LICENSURE PROGRAM.

PLANNING	E	P	N	U
Evidence exists that comprehensive materials were consulted in lesson planning				
Evidence of consistent, standards based lesson planning using a formal plan template				
Evidence exists of proposed assessment (informal and/or formal) in lesson/unit plans				
Plans lessons with considerations of prior knowledge or experience, different learning styles, behavioral issues, cultural diversity				
Plans activities that seek to involve all students				
Creates lessons that incorporate standard methodologies (CMP, Orff, Kodaly, etc.)				
Comments: (If an item was not applicable, leave it blank and make a note of it here)				

TEACHING OF SUBJECT MATTER	E	P	N	U
Demonstrates competency and knowledge of the subject matter in the lesson				
Materials are prepared/classroom set up is completed before the start of the lesson				
Sings in tune (with accurate tonality), modeling appropriate vocal technique and tone quality				
Demonstrates sensitivity to cultural diversity and uses a broad range of teaching materials				
Infuses contemporary arts and culture to the subject matter /makes lessons relevant to students				
Activities and strategies support national, state and/or local curriculum standards				
Incorporates interdisciplinary ties into lessons when appropriate				
Plays piano or guitar to accompany students when appropriate				
Comments: (If an item was not applicable, leave it blank and make a note of it here)				

CLASS MANAGEMENT	E	P	N	U
Sets a tone of high expectations for student achievement				
Demonstrates efficient time management: little time is wasted				
Maintains a structured teaching/learning environment				

Shows good pacing in the lesson and adjusts plan as needed				
Uses a variety of vocal inflections and energy				
Uses a variety of management techniques: Proximity, wait time, eye contact, teacher voice				
Is aware of the actions of all students and seeks to continually involve them in the lesson				
Demonstrates attention to safety and well-being of students				
Comments: (If an item was not applicable, leave it blank and make a note of it here)				

TEACHER-STUDENT INTERACTION	E	P	N	U
Demonstrates a genuine interest in children, engaging all students (not teaching just the most talented or most distracting)				
Seeks to learn student names and uses a seating chart or other device to aid in learning				
Demonstrates an awareness and sensitivity to individual student needs				
Facilitates student growth through interactions with individuals as well as larger groups				
Communicates and interacts with students on <i>their</i> level, using age appropriate language				
Demonstrates appropriate level of formality with students in and out of class (professional distancing)				
Shows interest and respect for students and their families/backgrounds				
Comments: (If an item was not applicable, leave it blank and make a note of it here)				

TEACHING TECHNIQUES	E	P	N	U
Implements a basic lesson plan, exhibiting adaptability as needed				
Lesson plan pre-set: incorporates a familiar song, a musical example, stimulus, or question				
Lesson plan body: involves students in musicianly roles to create, perform or respond to music				
Lesson plan closer: familiar or favorite song, review and/or preview				
Pacing of lesson is efficient, with variation as needed				
Applies standard methodologies to facilitate teaching (Orff/Kodály/Dalcroze/Suzuki, etc.)				
Lessons are student-centered (teacher acts as facilitator)				
Involves students in the lesson through appropriate and frequent use of questioning techniques				
Monitors teaching so that a high percentage of students are on-task				
Provides positive climate (positive reinforcement and verbal complements)				
Makes appropriate use of non-verbal communication, including conducting				
Seeks opportunities to integrate technology into the classroom				
Comments: (If an item was not applicable, leave it blank and make a note of it here)				

ASSESSMENT OF STUDENT LEARNING	E	P	N	U
Reviews each lesson and plans modifications for future lessons to monitor and support student learning				
Identifies students with learning deficiencies and takes time to modify lessons for students				
Uses informal assessment techniques in the lesson: “thumbs up” “I see two hands, I see five hands” “conference with your neighbor” when appropriate				

Creates and administers formal assessment/evaluation tools and gathers data related to student performance and growth				
Provides students with appropriate and timely feedback to improve their knowledge or skills				
Comments: (If an item was not applicable, leave it blank and make a note of it here)				

PERSONAL / PROFESSIONAL	E	P	N	U
Demonstrates enthusiasm for teaching				
Exhibits resourcefulness and creativity				
Completes tasks with consistent promptness				
Takes the initiative to create opportunities to interact with students				
Displays confidence and poise in and out of the classroom				
Demonstrates punctuality and reliability				
Exhibits effective oral communication				
Written communication is professional				
Maintains effective and professional interpersonal skills with fellow co-workers				
Shows interest in, is receptive to and applies critical evaluation from cooperating teacher/supervisor				
Engages in effective self-evaluation which stimulates improvement				
Exhibits characteristics of a professional educator				
Comments:				

Summative Comments:

Please submit no later than the last day of the student teaching placement for which this applies. Please contact Dr. Christine D'Alexander, Coordinator of Student Teaching at NIU if you would like to discuss this evaluation.
cdalexander@niu.edu or 815-753-0642

Thank you!

ASSESSMENT OF STUDENT TEACHING EXPERIENCE

SECONDARY ENSEMBLE: 6~12

STUDENT TEACHER: _____

DATE: _____ /

_____ / _____

FIRST PLACEMENT

SECOND PLACEMENT

DESIGNATIONS	DESCRIPTOR
E: EXCELLENT	THE STUDENT TEACHER'S KNOWLEDGE, SKILLS OR DISPOSITIONS ARE EXCEPTIONAL.

P: PROFICIENT	THE STUDENT TEACHER'S KNOWLEDGE, SKILLS OR DISPOSITIONS MEET(S) EXPECTATIONS.
N: NEEDS IMPROVEMENT	THE STUDENT TEACHER NEEDS TO IMPROVE IN THIS AREA AND DOES NOT YET EVIDENCE SUFFICIENT KNOWLEDGE, SKILLS OR DISPOSITIONS.
U: UNSATISFACTORY	THE STUDENT TEACHER DID NOT EVIDENCE THE KNOWLEDGE, SKILLS OR DISPOSITIONS REQUIRED OF STUDENT TEACHERS COMPLETING A LICENSURE PROGRAM.

PLANNING	E	P	N	U
Materials are prepared and distributed prior to the lesson (little class time is used)				
Evidence of consistent rehearsal planning using a formal plan template				
Evidence exists of long-term, or unit planning				
Plans lessons/rehearsals with considerations for different learning styles, behavioral issues, cultural diversity, and large/small group instruction				
Plans activities that seek to involve all students in both musical and academic learning experiences.				
Incorporates comprehensive musicianship as a part of rehearsal planning				
Shows evidence of plans for appropriate assessment during and after instruction				
Comments: (If an item was not applicable, leave it blank and make a note of it here)				

TEACHING OF SUBJECT MATTER	E	P	N	U
Demonstrates competency and knowledge of the subject matter in the lesson				
Evidences strong diagnostic skills				
Conducts effectively and expressively				
Infuses contemporary arts and culture in the rehearsal when applicable, making teaching relevant to students				
Demonstrates sensitivity to cultural diversity and uses a broad range of teaching materials				
Uses modeling when appropriate, targeting specific skills or concepts				
Demonstrates skill as a rehearsal piano accompanist (vocal)				
Sings and/or plays at a level that inspires students				
Comments: (If an item was not applicable, leave it blank and make a note of it here)				

CLASS MANAGEMENT	E	P	N	U
Sets a tone of high expectations for student achievement				
Demonstrates efficient class time management: little time is wasted				
Maintains a structured teaching/learning environment				
Shows good pacing in the lesson, balancing small group and large group rehearsing				
Uses a variety of vocal inflections and energy				
Uses a variety of management techniques: Proximity, wait time, eye contact, teacher voice				
Is aware of the actions of all students and seeks to continually involve them in the rehearsal				
Demonstrates attention to safety and well-being of students				
Shares information from the podium in a clear and concise way				
Shows consistent application of consequences				
Comments: (If an item was not applicable, leave it blank and make a note of it here)				

TEACHER-STUDENT INTERACTION	E	P	N	U
Demonstrates a genuine interest in children				
Seeks to learn student names and uses a seating chart or other device to aid in				

learning				
Demonstrates sensitivity to individual student needs				
Engages students of all ability levels: does not teach only to the talented students				
Communicates and interacts with students on <i>their</i> level, maintaining professionalism				
Demonstrates appropriate level of formality with students in and out of class (professional distancing)				
Shows interest and respect for students and their families/backgrounds				
Takes the initiative to create opportunities to interact with students				
Comments: (If an item was not applicable, leave it blank and make a note of it here)				

TEACHING TECHNIQUES	E	P	N	U
Implements a basic rehearsal plan, exhibiting adaptability as needed				
Provides students with a rehearsal order				
Rehearsal pre-set: incorporates a familiar song, a musical example, stimulus, or question				
Rehearsal body: Involves students in an understanding of decisions regarding articulation, dynamics, interpretation, etc.				
Rehearsal closer: plans an ending to rehearsal on a consistent basis				
Pacing of lesson is efficient, with variation as needed				
Monitors teaching so that a high percentage of students are on-task for most of the rehearsal				
Provides positive climate (positive reinforcement and verbal complements)				
Makes appropriate use of non-verbal communication, including conducting				
Seeks opportunities to integrate technology into the classroom				
Comments: (If an item was not applicable, leave it blank and make a note of it here)				

ASSESSMENT OF STUDENT LEARNING	E	P	N	U
Reviews each rehearsal and creates a rehearsal plan with areas of focus				
Identifies students with learning deficiencies and takes time to modify lessons for students				
Creates and administers formal assessment/evaluation tools: aural, verbal, written				
Provides students with appropriate and timely feedback				
Comments: (If an item was not applicable, leave it blank and make a note of it here)				

PERSONAL / PROFESSIONAL	E	P	N	U
Demonstrates enthusiasm for teaching				
Exhibits resourcefulness and creativity				
Completes tasks with consistent promptness				
Takes the initiative to create opportunities to interact with students				
Displays confidence and poise in and out of the classroom				
Demonstrates punctuality and reliability				
Exhibits effective oral communication				
Written communication is professional				
Maintains effective and professional interpersonal skills with fellow co-workers				
Shows interest in, is receptive to and applies critical evaluation from cooperating teacher/supervisor				

Comments: (If an item was not applicable, leave it blank and make a note of it here)

Summative Comments:

*Please submit no later than the last day of the student teaching placement for which this applies. Please contact
Dr. Christine D'Alexander, Coordinator of Student Teaching at NIU if you would like to discuss this evaluation.
cdalexander@niu.edu or 815-753-0642*

Thank you!

VII: Appendix B: NIU edTPA Video Release Form

Teacher Performance Assessment (edTPA™) – Release form for student participation

Dear Parent/Guardian (or Student at least 18 years of age):

I am enrolled in the Music Education teacher preparation program at Northern Illinois University and am currently student teaching in your child's classroom. Illinois participates in edTPA™, which means that, in order to complete my student teaching assignment, I have to complete an assessment called the Teacher Performance Assessment. This assessment includes submitting a video of me teaching a series of lessons in the classroom and examples of student work completed. In the course of recording my teaching, your child may appear on the video. I will gather samples of student work to submit as evidence of my teaching practice, which may include some of your child's work. This is not an assessment of your child's performance. This is an assessment of my instruction, required for me to obtain a teacher license.

No student's name will appear on any materials that are submitted, and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public to the extent provided by law. Materials I submit will be reviewed by my program at Northern Illinois University and they may also be used by test developers under secure conditions for edTPA program development and implementation, including scorer training, and to support continued program improvement activities such as future validity and reliability studies.

If applicable, portions of the said video recordings may be shown and viewed in the future for instructional purposes of Northern Illinois University to evaluate or demonstrate the performance of the student teacher.

This form is a request for your consent to include both your child in the video and his or her class work. Please complete the bottom half of this page and retain the top for your reference. If you have any questions about the use of this video or your child's class work, please contact my academic advisor, Dr. Christine D'Alexander, at 815-753-0642 or cdalexander@niu.edu

Thank you for your consideration.

[name - printed and signature]

RELEASE FORM FOR STUDENT PARTICIPATION

Student name: _____ Student's school: _____

I am the parent or legal guardian of the child named above. I have read and understand the project description given in the letter provided at the top of this form, and agree to the following (please check the appropriate line below):

I DO give permission for my child to appear on video recordings and my child's class work to be used in the Teacher Performance Assessment of [Student Teacher]. I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

I DO NOT give permission for my child to appear on video recordings and my child's class work to be used in the Teacher Performance Assessment of [Student Teacher] and understand that my child will be seated outside of the recorded activities.

Signature of Parent or Guardian: _____ Date: _____

I am the student named above and am at least 18 years of age. I have read and understand the project description given at the letter provided at the top of this form, and agree to the following (please check the appropriate line below):

I am at least 18 years of age and DO give permission for me to appear on video recordings and for my class work to be used in the Teacher Performance Assessment of [Student Teacher]. I understand that my name and any other personally identifiable information about me will not appear on any of the submitted materials.

I am at least 18 years of age and DO NOT give permission for me to appear on video recordings and for my class work to be used in the Teacher Performance Assessment of [Student Teacher] and understand that I will be seated outside of the recorded activities.

Signature of Student: _____ Date: _____ Date of birth: __/__/____