## CONTENTS

1. COVER PAGE
2. CONTENTS
3. INTRODUCTORY LETTER
4. CONTACT INFORMATION
5. CALENDAR
6. MENTOR ROLES AND RESPONSIBILITIES
7. TEACHING TIMETABLE
8. GUIDELINES AND PITFALLS
9. CPE CERTIFICATION RENEWAL INFORMATION
11. SUGGESTED WEEKLY ACTIVITIES
15. DOMAINS AND COMPETENCIES
17. FORMAL PLANNING FORMATS
38. GROWTH PLAN
40. ILT EVALUATION FORMS
TO: Mentor Teachers

FROM: Darla Meek, TAMUC Music Education Coordinator

Dear Mentor Teachers:

It is a comfort to know that our new Student Teachers have been placed with outstanding mentor teachers such as you who have grown to be master teachers and are willing to share their expertise with others. This handbook is designed to guide you through the process of mentoring your student as they develop into successful professionals.

Note that you and your Student Teacher will be visited often by a University Liaison. The liaison has been placed not only to evaluate the student in his/her teaching progress, but to assist in developing a healthy relationship between you and the Student Teacher.

All forms we think may be useful to you are located in this handbook. They can also be found on the TAMUC Music Education website.

On behalf of the seminar and liaison team, we look forward to working with you and your Student Teacher this semester. Please do not hesitate to contact your Student Teacher’s liaison or one of the Seminar professors if you have questions or concerns.

Sincerely,

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## SPRING 2017 CALENDAR

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9, Monday</td>
<td>Seminar 1</td>
<td>Lunch with Liaisons</td>
</tr>
<tr>
<td>January 10, Tuesday</td>
<td>First Official Day of Student Teaching (unless otherwise noted by Music Education Coordinator)</td>
<td>(Music Student Teachers begin the first day of their school’s spring semester.)</td>
</tr>
<tr>
<td>January 13, Friday</td>
<td>Seminar 2</td>
<td>Mentor Panel</td>
</tr>
<tr>
<td>January 30, Monday</td>
<td>Seminar 3</td>
<td>Lunch and a movie; Student Panel</td>
</tr>
<tr>
<td>February 20, Monday</td>
<td>Seminar 4</td>
<td>Resume and cover letter due, emailed to Ms Meek</td>
</tr>
<tr>
<td>January 31-February 17</td>
<td>Observation and ILT Meeting 1</td>
<td>Complete Self-Evaluation and Impact Story</td>
</tr>
<tr>
<td>February 9-11</td>
<td>TMEA</td>
<td>Excused absences. MUST provide proof of attendance and active participation.</td>
</tr>
<tr>
<td>February 14-24</td>
<td>Observation and ILT Meeting 2</td>
<td>Complete Self-Evaluation and Impact Story</td>
</tr>
<tr>
<td>March 9, Thursday</td>
<td>Final Day at First Site</td>
<td>Video Evaluation Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All evaluations finished on TK-20</td>
</tr>
<tr>
<td>March 10, Friday</td>
<td>Seminar 5</td>
<td></td>
</tr>
<tr>
<td>March 13-17</td>
<td>Spring Break for TAMUC</td>
<td>(YOUR Spring Break will be the week your district observes.)</td>
</tr>
<tr>
<td>March 20, Monday</td>
<td>All-Level Rotation</td>
<td>(or date determined by the Music Education Coordinator)</td>
</tr>
<tr>
<td>March 22, Wednesday</td>
<td>Teacher Career Fair</td>
<td>Student Center, 9:00-noon</td>
</tr>
<tr>
<td>April 3, Monday</td>
<td>Seminar 6</td>
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<tr>
<td>April 4-14</td>
<td>Observation and ILT Meeting 3</td>
<td>Complete Self-Evaluation and Impact Story</td>
</tr>
<tr>
<td>April 17, Monday</td>
<td>Seminar 7</td>
<td>Lunch out with Liaisons</td>
</tr>
<tr>
<td>April 18-28</td>
<td>Observation and ILT Meeting 4</td>
<td>Complete Self-Evaluation and Impact Story</td>
</tr>
<tr>
<td>May 4, Thursday</td>
<td>Final Day of Student Teaching (or date determined by the Music Education Coordinator)</td>
<td>Video Evaluation Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All evaluations finished on TK-20</td>
</tr>
<tr>
<td>May 5, Friday</td>
<td>Bill Martin Memorial Symposium</td>
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<tr>
<td>May 8, Monday</td>
<td>Seminar 8</td>
<td>Mock Interviews and reception in Music Building</td>
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<tr>
<td>May 9-12</td>
<td>Make-up week</td>
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<tr>
<td>May 13, Saturday</td>
<td>Graduation</td>
<td>Reception following in Music Building lobby</td>
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</tbody>
</table>
INTRODUCTION ~ A BROAD OVERVIEW

The Texas A&M University-Commerce Field-based Teacher Education program is structured to allow students who wish to seek a degree with teacher certification to gain classroom experience for one semester under the careful guidance of classroom mentors and university liaisons.

Student teachers seeking certification in an all-level area such as art, health, music, physical education, and special education experience eight weeks on a K-6 campus, and eight weeks on a secondary campus. (Student schedules may be restructured under special circumstances.) Student teachers begin their teaching experience with the public school calendar including faculty/staff development and holidays.

Approximately eight (8) times during the semester, student teachers will return to the university campus to attend Seminar. Workshop topics include but are not limited to classroom management, effective teaching/learning strategies, utilizing technology for an engaging classroom and to assess student achievement, meeting the needs of diverse populations, Limited English Proficient (LEP) students, and students with special needs, differentiated learning and teaching, and legal and ethical conduct for Texas teachers.

The mentor teacher is one-third of the Instructional Leadership Team (ILT) that includes the university liaison and the student teacher. Strong and frequent communication between the liaison, district mentor teacher, student teacher, campus principal, and university Seminar faculty will be extremely important to everyone involved in providing a successful student teaching semester.

You will formally evaluate your Student Teacher twice during his or her time with you. You will complete ONE Observation Form and TWO ILT Evaluation Forms. The forms you will use can be found in this handbook, as well as on the Music Education website under STUDENT TEACHING RESOURCES:
http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/music/musicEducation/default.aspx

MENTOR ROLES AND RESPONSIBILITIES

1. **Advisor** – offer direction to the Student Teacher in order to enhance professional growth.
2. **Cheerleader** – provide a safe place for the Student Teacher to try out ideas, knowing that some of these ideas will fail. A good mentor cannot be too territorial!
3. **Communicator** – keep lines of communication open at all times with the Student Teacher and the University Liaisons.
4. **Counselor** – provide emotional support when needed.
5. **Guide** – orient and acquaint your Student Teacher with the formal and informal norms of the school system.
6. **Model** – serve as a true role model by consistently demonstrating professionalism and effective teaching practices.

7. **Protector** – act as a buffer between the Student Teacher and those in and around the school system who might want to detract from the beginner’s performance.

8. **Skill developer** – place your Student Teacher in the primary teaching role as soon as possible in every class available in order to allow him or her time to develop necessary skills and assume maximized responsibility. Sit down with your Student Teacher weekly to develop lesson plans for the following week, using the required templates.

9. **Feedback provider** – provide daily written and/or oral response to your Student Teacher concerning performance in the classroom.

10. **Evaluator** – complete all evaluation forms and help assess the final grades for the field experience. Additional evaluations may be necessary in some circumstances.

11. **Supporter** – support Student Teacher in following the guidelines and format for lesson planning and implementation that have been established by the university.

### TEACHING TIMETABLE

Below, please find a *suggested* teaching timetable. Please make adjustments as needed, depending on your subject area and the Student Teacher’s previous experiences and abilities.

**Week 1**  
Student Teacher observes mentor, checks attendance, learns grading system, learns student names, assists with clerical duties, planning, etc. (Use activities on following pages as a guide.)

**Week 2**  
Mentor models teaching a class each day and the Student Teacher follows in classroom instruction.

**Week 3**  
Mentor models teaching two classes per day and the Student Teacher follows in classroom instruction.

**Week 4**  
Student Teacher acquires full teaching responsibilities and lesson planning of the mentor teacher’s daily schedule.

*ILT evaluation meeting ~ COMPLETE OBSERVATION FORM and first ILT EVALUATION FORM.*  
*Your Student Teacher will scan your form and upload it to TK-20.*

**Weeks 5-8**  
Student Teacher continues handling the day-to-day classroom responsibilities of the Mentor Teacher.

*Final ILT evaluation meeting ~ COMPLETE second ILT EVALUATION FORM.*  
*Your Student Teacher will scan your form and upload it to TK-20.*
HELPFUL SUGGESTIONS FOR MENTOR TEACHERS

1. Provide a working space for your Student Teacher with a small desk and chair. Show him or her around the classroom, noting where supplies are kept.
2. Provide the Student Teacher with a copy of important school information such as policies, handbooks, duty rosters, and other assignments.
3. Make arrangements for your Student Teacher to meet administrators, counselors, and other faculty.
4. Your Student Teacher is required to keep a notebook of daily notes. Plan time every day or week for your Student Teacher to talk about what you do and why you do it.
5. Fill out the Weekly Class Outline template together for the first few weeks. Think out loud to show your decision-making processes.
6. Provide positive and constructive feedback to the Student Teacher in either written form or through conferences.
7. Encourage the Student Teacher to ask questions. You might want to have the Student Teacher do this in written form, on a computer, or during conference period, or before or after school.
8. Talk frequently with other mentor teachers.
9. Your Student Teacher should not be spending much time observing this semester. She or he has already completed that requirement of the Teacher Education program. Instead, get the Student Teacher involved in teaching duties as soon as possible.
10. Treat your Student Teacher as a colleague, especially in front of the students.
11. Use the suggested weekly activities as a guide to help your Student Teacher get acclimated to the new environment.
12. Keep in mind that learning in a classroom and learning in the field are very different. Be patient as your Student Teacher goes through the process of transferring “book knowledge” to “practical knowledge.”
13. Take your Student Teacher to area workshops and conferences, showing by example that good teachers are lifelong learners.
14. Call the Music Education Coordinator or the assigned University Liaison for clarification on ANY issue of concern immediately so solutions can be generated and implemented.

MENTOR TEACHER PITFALLS

1. A lack of clarity of expectations to the Student Teacher.
2. Waiting too long to voice concerns about problems to the University Liaison.
3. Not scheduling time with the Student Teacher for daily informal conferences.
4. Waiting for the University Liaison to tell you what to do.
5. Under-utilizing/over-utilizing the Student Teacher.
6. Assuming that the Student Teacher knows what to do in every situation.
7. Asking the Student Teacher to serve as a substitute teacher too soon. Please confer with the University Liaison before planning to use the Student Teacher as a substitute teacher.
8. Pigeonholing the Student Teacher into his/her area of expertise at the secondary level. Student teachers need experience in all areas. It is imperative that they be allowed significant time in front of the entire band or choir.

VIDEOTAPING REQUIREMENT

Music department student teachers are REQUIRED to videotape a segment of their teaching, at least once at each level. This footage will be included in their portfolios. The student teachers will complete self-evaluations after viewing this footage.

If you would, please lead the Student Teacher to the appropriate individual or department in order to make all necessary arrangements to do this legally.

FORMAL WEEKLY CLASS OUTLINE REQUIREMENT

Music department student teachers are REQUIRED to complete and submit formal weekly outlines every week. Please schedule a time to work on this together for the first few weeks.

CERTIFICATE RENEWAL INFORMATION

Mentors of Texas A&M University-Commerce student teachers can use up to 45 hours toward the 150 needed to renew standard certificates.

Texas A&M University-Commerce will send a CPE certificate with the appropriate number of hours to you at the end of the school year.

For information, go to the SBEC/TEA site: http://www.sbec.state.tx.us/SBECOnline/certinfo/faq_certrenew.asp#8
A NOTE TO ELEMENTARY MENTORS

Here at Texas A&M University-Commerce, we train and encourage our elementary music education students to develop characteristics that have become generally accepted as standard for music educators in Texas. Our expectation is to see the student teacher:

- showing enthusiasm for children and for the art of teaching
- exhibiting excellent classroom management
- using a grading system (as opposed to giving blanket A’s)
- following the district’s Scope and Sequence to teach music concepts in a logical sequence
- placing high importance on music literacy and creativity (not simply choosing “cute” activities because they are fun)
- constructing the students’ learning so that each grade has its own curriculum and set of lesson plans. Each week, student teachers must submit one unique lesson plan per grade taught. (Lessons should not be repeated over multiple grades.)
- using the highest-quality materials available (music that has stood the test of time)
- integrating active elementary music activities—singing, barred instrument playing, recorder, creative movement and dance, body percussion, etc.—year-round. (Not scheduling, for example, a six-week unit on recorder, or a composer study.)
- producing programs that are an outgrowth of the music curriculum
- acquiring Orff and/or Kodaly certification trainings
- attending area workshops regularly in order to hone their skills and connect with other educators.

We expect our student teachers to have the opportunity to work with all elementary grades. If you only teach K-2 or 3-5, please make arrangements with another cooperating teacher to work out a suitable schedule.
## SUGGESTED WEEKLY ACTIVITIES

### WEEK 1

<table>
<thead>
<tr>
<th>✓</th>
<th>Suggested Mentor Activities</th>
<th>✓</th>
<th>Suggested ST Activities</th>
<th>Focus of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have a place for Student Teacher to work/store materials that does not disturb class</td>
<td></td>
<td>Observe and shadow responsibilities of Mentor Teacher</td>
<td>Explanation of Intern expectations and opportunities</td>
</tr>
<tr>
<td></td>
<td>Introduce ST to class, neighboring teachers, office staff, other school personnel</td>
<td></td>
<td>Familiarize yourself with room, textbooks, resource materials, and other teaching supplies</td>
<td>Communication techniques Verbal/nonverbal <strong>Domain #3 Competency #7</strong></td>
</tr>
<tr>
<td></td>
<td>Provide ST with class rosters, seating charts and textbooks, especially teacher editions</td>
<td></td>
<td>Practice effective communication skills with students, mentors, peers and administrators</td>
<td>Effective Communication <strong>Domain #3 Competency #7</strong></td>
</tr>
<tr>
<td></td>
<td>Give ST copy of teacher and student handbooks and code of conduct</td>
<td></td>
<td>Make seating charts to learn students’ names</td>
<td>Creating a positive school and classroom environment <strong>Domain #2 Competency #5</strong></td>
</tr>
<tr>
<td></td>
<td>Exchange phone numbers and establish system for ST to notify you if s/he will not be at school</td>
<td></td>
<td>Record telephone numbers and e-mail addresses of Mentors and establish procedure for notifying teachers if you will not be at school</td>
<td>Professional Development Standards</td>
</tr>
<tr>
<td></td>
<td>Discuss and establish arrival and departure times, and other issues such as parking places, sign in procedures, etc.</td>
<td></td>
<td>Meet administrators, counselors, library staff and secretarial staff</td>
<td></td>
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<tr>
<td></td>
<td>Set aside daily time for talk to discuss goals, plans and ways ST can assist you and your classes</td>
<td></td>
<td>Assume routine duties such as checking attendance, organizing room, making copies, etc.</td>
<td></td>
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<tr>
<td></td>
<td>Discuss your classroom rules, procedures, and consequences</td>
<td></td>
<td>Select a student to shadow for a day, visiting all of their classes</td>
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<tr>
<td></td>
<td>Share your TEKS objectives that are the basis for your planning</td>
<td></td>
<td>Establish 2 goals for next week that push you to do a new activity or into a new learning experience/discuss with Mentor</td>
<td></td>
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<tr>
<td></td>
<td>Provide ST with weekly lesson plans and discuss longer-range plans</td>
<td></td>
<td>Have reflective discussions with ST about “why” you do what you do</td>
<td></td>
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<tr>
<td></td>
<td>Have reflective discussions with ST about “why” you do what you do</td>
<td></td>
<td>Have reflective conversations with Mentor concerning your professional development</td>
<td>Students’ goals and reflective thinking</td>
</tr>
</tbody>
</table>
## WEEK 2

<table>
<thead>
<tr>
<th>√</th>
<th><strong>Suggested Mentor Activities</strong></th>
<th>√</th>
<th><strong>Suggested Student Teacher Activities</strong></th>
<th><strong>Focus of Study</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Discuss plans for the next several weeks. Share written lesson/unit plans with Intern. Sit down with the student teacher and complete the Weekly Class Outlines with him/her</strong></td>
<td></td>
<td><strong>Turn in completed Weekly Class Outlines to liaisons</strong></td>
<td><strong>Unit/Lesson Planning</strong>&lt;br&gt;<strong>Domain #1</strong>&lt;br&gt;<strong>Competency #8</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Have ST work one-on-one with students</strong></td>
<td></td>
<td><strong>Tutor individual or small groups of students, and work one-on-one with students</strong></td>
<td><strong>Methodologies of teaching:</strong>&lt;br&gt;<strong>direct instruction, cooperative learning, critical thinking</strong>&lt;br&gt;<strong>Domain #3</strong>&lt;br&gt;<strong>Competency #8</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Model and discuss teaching methods appropriate for your subject(s); Provide feedback to ST on lesson</strong></td>
<td></td>
<td><strong>Teach a lesson using written lesson plan format</strong></td>
<td><strong>Methodologies of teaching:</strong>&lt;br&gt;<strong>direct instruction, cooperative learning, critical thinking</strong>&lt;br&gt;<strong>Domain #3</strong>&lt;br&gt;<strong>Competency #8</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Put ST before whole class teaching a short lesson or warm up</strong></td>
<td></td>
<td><strong>Apply classroom rules, procedures, and consequences to students in all classes</strong></td>
<td><strong>Classroom rules, procedures and consequences</strong>&lt;br&gt;<strong>Domain #2</strong>&lt;br&gt;<strong>Competency #6</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Arrange for ST to observe ISS, AEP, and talk with teachers of those programs</strong></td>
<td></td>
<td><strong>Observe, analyze, and apply classroom management techniques that minimize discipline problems in classes</strong></td>
<td><strong>Classroom Management and Discipline</strong>&lt;br&gt;<strong>Domain #2</strong>&lt;br&gt;<strong>Competency #6</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Review the Texas Code of Ethics and discuss professionalism in your classroom and school</strong></td>
<td></td>
<td><strong>Discuss Texas Code of Ethics with Mentor and apply to your own professional practice</strong></td>
<td><strong>Texas Code of Ethics and Professionalism</strong>&lt;br&gt;<strong>Domain #4</strong>&lt;br&gt;<strong>Competency #13</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Discuss TExES Competencies and Professional Development Standards with ST</strong></td>
<td></td>
<td><strong>Observe other teachers in same subjects and different subjects, as well as other grade levels of students</strong></td>
<td><strong>TExES Competencies</strong>&lt;br&gt;<strong>PPR Standards</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Find time for reflective discussions with ST</strong></td>
<td></td>
<td><strong>Find time for reflective conversations with Mentors concerning your professional development</strong></td>
<td><strong>Student’s goals and reflective thinking</strong></td>
</tr>
</tbody>
</table>
### WEEK 3

<table>
<thead>
<tr>
<th>✓</th>
<th>Suggested Mentor Activities</th>
<th>✓</th>
<th>Suggested Intern Activities</th>
<th>Focus of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Establish yourself as a manager and disciplinarian with students and Mentor teachers</td>
<td></td>
<td>Classroom Management and Discipline</td>
<td>Domain #2 Competency #6</td>
</tr>
<tr>
<td></td>
<td>Introduce ST to Special Education Services, Programs, Facilities and Personnel</td>
<td></td>
<td>Monitor needs of all students to increase awareness of meeting the needs of all learners</td>
<td>Meeting Needs of Students Domain #1 Competency #2</td>
</tr>
<tr>
<td></td>
<td>Discuss modifications of teaching materials and tests with ST</td>
<td></td>
<td>Discuss IEPs and ARDs with Mentors</td>
<td>Special Education/ IEPs/ARDs Domain #1 Competency #2</td>
</tr>
<tr>
<td></td>
<td>Assist ST in making arrangements to attend an ARD meeting</td>
<td></td>
<td>Attend ARD meeting</td>
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<tr>
<td></td>
<td>Give feedback on lesson planning, emphasizing a variety of appropriate teaching strategies</td>
<td></td>
<td>Develop unit/lesson plans that meet the needs of all students</td>
<td>Unit/Lesson Planning Domain #1 Competency #8</td>
</tr>
<tr>
<td></td>
<td>Provide opportunities for ST involvement in class activities</td>
<td></td>
<td>Continue teaching activities</td>
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<td></td>
<td>Establish yourself as a professional contributor to the classroom and school</td>
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<td></td>
<td>Provide planning resources, information, journals, textbooks, internet</td>
<td></td>
<td>Begin collecting materials and ideas for Resource File for future reference</td>
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<td></td>
<td>Practice effective communication skills with students, mentors, peers and administrators</td>
<td></td>
<td>Practice effective communication skills with students, mentors, peers and administrators</td>
<td>Effective Communication Domain #3 Competency #7</td>
</tr>
<tr>
<td></td>
<td>Provide time for reflective discussions with ST</td>
<td></td>
<td>Find time for reflective conversations with Mentors concerning your professional development</td>
<td></td>
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<tr>
<td></td>
<td>Discuss TExES competencies and Domains with ST</td>
<td></td>
<td>Relate activities in classroom, school and community to TExES competencies and Domains</td>
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</tbody>
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### WEEK 4

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<tr>
<th>✓</th>
<th>Suggested Mentor Activities</th>
<th>✓</th>
<th>Suggested Student Teacher Activities</th>
<th>Focus of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assist ST in assessment of student learning through written tests, projects &amp; activities</td>
<td></td>
<td>Write test that measures student learning, especially at higher level of cognitive domain</td>
<td>Assessment &amp; Student Feedback</td>
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<td>Domain # 3</td>
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<td>Competency # 10</td>
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<td>Develop an assessment tool for a project that measures student achievement</td>
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<td></td>
<td>Provide ST feedback on his/her teaching progress</td>
<td></td>
<td>Continue activities of teaching and professional involvement that promote maximum growth as a teacher</td>
<td>Effective Schools and Effective Teachers</td>
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<tr>
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<td>Domain #1-4</td>
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<td>Competency # 1-13</td>
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<td></td>
<td>Videotape the student teacher and discuss together</td>
<td></td>
<td>Seek feedback from Mentor on specific presentation skills such as voice, inflection, mannerisms,</td>
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<td>gestures, facial expression and clarity of content</td>
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<td>Provide ST feedback on their management &amp; discipline strategies</td>
<td></td>
<td>Continue effective management and discipline activities that promote learning in your classroom</td>
<td>Classroom Management and Classroom Discipline</td>
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<td></td>
<td></td>
<td>Domain #2</td>
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<td></td>
<td></td>
<td>Competency # 6</td>
</tr>
<tr>
<td></td>
<td>Have reflective conversations with ST</td>
<td></td>
<td>Find time for reflective conversations with Mentors concerning your professional development</td>
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</tr>
<tr>
<td></td>
<td>Instructional Leadership Team (Mentor, ST, Liaison) conference for ST evaluation and progress report</td>
<td></td>
<td>Instructional Leadership Team (Mentor, Intern, Liaison) conference for Intern evaluation and progress report</td>
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<tr>
<td></td>
<td>Discuss TExES competencies with ST</td>
<td></td>
<td>Relate activities in classroom, school and community to TExES competencies</td>
<td>TExES Review and Practice</td>
</tr>
</tbody>
</table>

### WEEKS 5 - 8

Student Teacher handles ALL day-to-day classroom responsibilities of the Mentor Teacher.
DOMAINS AND COMPETENCIES

All music education pre-service teachers will be required to take the TExES #160 Pedagogy and Professional Responsibility EC-12 with English Language Proficiency Standards (ELPS) test. Here is a link to the draft of the domains and competencies for 160, as well as the music content test:


Domain I. Designing Instruction and Assessment to Promote Student Learning

**Competency 001**
The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

**Competency 002**
The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

**Competency 003**
The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

**Competency 004**
The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II. Creating a Positive, Productive Classroom Environment

**Competency 005**
The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
**Competency 006**
The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

**Domain III. Implementing Effective, Responsive Instruction and Assessment**

**Competency 007**
The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

**Competency 008**
The teacher provides appropriate instruction that actively engages students in the learning process.

**Competency 009**
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

**Competency 010**
The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

**Domain IV. Fulfilling Professional Roles and Responsibilities**

**Competency 011**
The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

**Competency 012**
The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

**Competency 013**
The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.
FORMAL PLANNING FORMATS

Student Teachers are required to submit Weekly Class Outlines electronically for every class/grade level the Mentor Teacher(s) teaches. Please sit down with your Student Teacher and construct the Outlines together for at least the first three weeks, until the Student Teacher is able to construct them without your help.

These Weekly Outlines should be emailed to both liaisons. The portions of each class that the Student Teacher is teaching should be typed in red, so that the liaison will be able to clearly see what the student teacher is teaching in the classroom.

Over the weeks, more and more of the Weekly Outlines should be typed in red as the Student Teacher takes on more responsibility.

In the final weeks, the Student Teacher should be teaching all classes at the elementary level, and as many classes as possible at the secondary level.

While veteran teachers do not usually use such a formal lesson plan after years of teaching, this method will enable the Student Teacher to plan well-developed lessons when he or she begins teaching. Student Teachers are expected to plan their work and work their plan.

All four of these templates (the two weekly outlines and the two lesson plan formats) will be emailed to your Student Teacher from the University Liaison. They are also available on the TAMUC music education website:

http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/music/elementaryMusicEducation/studentResources.aspx
# ELEMENTARY MUSIC WEEKLY OUTLINE

<table>
<thead>
<tr>
<th>PLAN</th>
<th>ACTIVITY</th>
<th>MATERIALS</th>
<th>LESSON STEPS</th>
<th>OBJECTIVES</th>
<th>TEKS</th>
<th>EST TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME/GATHERING</td>
<td>SONG (welcomes students to class and focuses minds for learning)</td>
<td></td>
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<tr>
<td>WARM-UP ACTIVITY</td>
<td>(known activity for setting up this lesson or an upcoming concept)</td>
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<tr>
<td>TRANSITION</td>
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<tr>
<td>FAMILIAR ACTIVITY</td>
<td>(calls attention to previous lesson)</td>
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<tr>
<td>TRANSITION</td>
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</tr>
<tr>
<td>HIGH CONCENTRATION</td>
<td>(derive or present new concept, heavy practice)</td>
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<tr>
<td>TRANSITION</td>
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<tr>
<td>RELATED/RELAXED</td>
<td>(game, movement, or listening)</td>
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<tr>
<td>TRANSITION</td>
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</tr>
<tr>
<td>MODERATE CONCENTRATION</td>
<td>(examples: learning new song, practicing new skill, assessing)</td>
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<tr>
<td>TRANSITION</td>
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<tr>
<td>CLOSING ACTIVITY</td>
<td>(provides reflection/practice for the lesson, leaves students with a positive feeling)</td>
<td></td>
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</tbody>
</table>
## ELEMENTARY MUSIC WEEKLY OUTLINE EXAMPLE

### TEACHER NAME: Ima Teacher  
### GRADE LEVEL: 4  
### WEEK OF APRIL 2-6

**PRIMARY OBJECTIVE:** present and practice syn-CO-pa  
**SECONDARY OBJECTIVES:**  
- to perform an American folk dance accurately.  
- to sing *drum* melodies accurately

### PLAN | ACTIVITY | MATERIALS | LESSON STEPS | OBJECTIVES | TEKS | EST TIME
--- | --- | --- | --- | --- | --- | ---
**WELCOME/GATHERING SONG** (approx 5 min.) | Good Morning* | None | 1. Sing song, inviting children to join as they are able.  
2. Students sing song on neutral syllable “bah” as they return to their seats. Sing again, putting the steady beat. | Preparing syn-CO-pa Learning a song from Jamaica | MUS1A, MUS2A, SS20C, PE1,4 | 3

**WARM-UP ACTIVITY** (approx 10 min.) | *Dumplin’s* (YouTube video) | Toya puppet | 1. Tell story, inserting song.  
2. Play game.  
4. Invite students to play a thumb piano. | Preparing syn-CO-pa Singing voices | MUS1A, SS20C, PE1,4 | 5

**TRANSITION** (approx 1 min.) | Students sing song in canon. | | | | |

**FAMILIAR ACTIVITY** (approx 35 min.) | Hill and Gully Rider® (D) | YouTube video map | 1. Sing song, inviting children to sing the response, with do, then mi, then sol.  
2. Perform the movement with demonstration group.  
3. Play YouTube of Jamaicans singing the song. Discuss Mento music, including instruments used.  
4. Invite students to play a thumb piano. | Preparing syn-CO-pa Jamaican Mento music | MUS1A, MUS2A, SS20A, SS20C, SS20A, SS20C, PE1,4 | 7

**TRANSITION** (approx 1 min.) | Students sing song in canon. | | | | |

**HIGH CONCENTRATION** (approx 10 min.) | *Come Play the Drum* | ppt of text ladder | 1. Review the chart.  
2. Perform with body percussion, then in canon.  
3. Derive the rhythm for HALF the poem, identifying syn-CO-pa as short-long-short.  
4. Isolate “syn-CO-pa titi ta.” Have children figure out the mystery song. ("My Mama’s Callin’ Me!")  
5. Practice syn-CO-pa in canon. | Preparing syn-CO-pa | MUS1B, MUS2A, MUS3A, MATH | 10

**TRANSITION** (approx 1 min.) | | | | | |

**RELATED/RELAXED** (approx 10 min.) | *Ridein in a Buggy* (D) | ppt of text | 1. Sing song for the children, inviting them to join as they are able.  
2. Perform the dance. Review the history of the dance. | Reviewing folk dance | MUS2A, SS20C, PE1,4 | 5

**TRANSITION** (approx 1 min.) | | | | | |

**MODERATE CONCENTRATION** (approx 15 min.) | *Somebody’s Knocking at Your Door* (F) | ppt of rhythm, movement ideas: snap, pat, wings, clap, etc. | 1. Review song.  
2. Add four parts on the whole notes. Change to other body parts.  
3. Have individual children respond.  
4. Change the four quarter notes to more complicated rhythms, eventually using syn-CO-pa. | Practice syn-CO-pa | MUS2A, MUS4A, SS20C | 5

**TRANSITION** (approx 1 min.) | | | | | |

**CLOSING ACTIVITY** (approx 5 min.) | Rhythm Game | Rhythm strips 1-5 ppt | 1. Clip one of the rhythm strips.  
2. Ask individual rows to signal which numbered strip was clipped, then line up. | Practicing reading rhythms | MUS3A | 2
SECONDARY MUSIC WEEKLY OUTLINE TEMPLATE
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Student’s Name: Your name
Weekly plans for the week of: January __, 2012
School: XYZ High School
Mentor: Joe Director
Liaison:

TEKS Objectives/TSWs

Performance/Expression I.2.1 (A) – Posture, breathing, vowel formation, hand positions, embouchure (etc.)
The student will sing/play with correct posture, breathing technique, vowel formation, hand positions, embouchure, etc. at all times
(Warm-ups and sight reading included)

Performance/Expression I.2.1 (B) – Perform expressively using correct technique –
The student will perform with musicality and using healthy singing/playing technique

Performance/Expression I.2.2 (B) – Read melodies and rhythms using standard music symbols –
The student will sight read a melody individually, in a small group, and with the ensemble

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Materials</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Warm Ups</td>
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<td></td>
<td>Sight Reading</td>
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<td></td>
<td>Repertoire</td>
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<tr>
<td>Tuesday</td>
<td>Warm Ups</td>
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<td></td>
<td>Sight Reading</td>
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<tr>
<td>Wednesday</td>
<td>Repertoire</td>
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<td></td>
<td>Warm Ups</td>
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<td></td>
<td>Sight Reading</td>
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<td></td>
<td>Repertoire</td>
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<tr>
<td>Thursday</td>
<td>Warm Ups</td>
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<td></td>
<td>Sight Reading</td>
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<td></td>
<td>Repertoire</td>
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<tr>
<td>Friday</td>
<td>Warm Ups</td>
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<td></td>
<td>Sight Reading</td>
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<tr>
<td></td>
<td>Repertoire</td>
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</tr>
</tbody>
</table>
# SECONDARY MUSIC WEEKLY OUTLINE EXAMPLE

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**Student's Name:** Ima Student  
**Weekly plans for the week of:** January 9, 2012  
**School:** XYZ High School  
**Mentor:** Joe Director  
**Liaison:** Debbie Daniel, Darla Meek

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### TEKS Objectives/TSWs

**Performance/Expression I.2.1 (A) – Posture, breathing, vowel formation**  
The student will sing with correct posture, breathing technique and vowel formation at all times (Warm-ups and sight reading included)

**Performance/Expression I.2.1 (B) – Perform expressively using correct technique**  
The student will perform with musicality and using healthy singing technique

**Performance/Expression I.2.2 (B) – Read melodies and rhythms using standard music symbols**  
The student will sight read a melody individually, in a small group, and with the ensemble

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Materials</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Warm Ups</td>
<td></td>
<td>Breathing, 5-note hum, zing a mama, solfege interval drills</td>
</tr>
<tr>
<td></td>
<td>Sight Reading</td>
<td>Smart Book Ex. 6</td>
<td>Count rhythm, Chant w/ solfege, Sing Ex.</td>
</tr>
<tr>
<td></td>
<td>Dessert Show Music</td>
<td>Conga Rhythm</td>
<td>(Conga) review rhythms, add words to rhythm, and introduce parts on chorus.</td>
</tr>
<tr>
<td></td>
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<td>Review beginning learned last week, start on parts on “I Will Follow Him”.</td>
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<tr>
<td>Tuesday</td>
<td>Warm Ups</td>
<td></td>
<td>Breathing, zing a mama, 5-tone descending scale (vowels)</td>
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<td></td>
<td>Sight Reading</td>
<td>Smart Book Ex. 7</td>
<td>Count rhythm, Chant w/ solfege, Sing Ex.</td>
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<tr>
<td></td>
<td>Dessert Show Music</td>
<td>Conga Rhythm</td>
<td>Review chorus work from previous day, add parts on end and beginning of song</td>
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<td>Review previous work, start working on “Shout!” on parts</td>
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<td>Breathing, 5-tone descending on ‘oo’, Interval drills</td>
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<tr>
<td>Wednesday</td>
<td>Warm Ups</td>
<td></td>
<td>Review previous day’s work on parts, add call and response on verses</td>
</tr>
<tr>
<td></td>
<td>Sight Reading</td>
<td>Smart Book</td>
<td>Continue to work on parts on “Shout!”</td>
</tr>
<tr>
<td></td>
<td>Dessert Show Music</td>
<td>Conga Rhythm</td>
<td>Breathing, Sustain ‘oo’ cres/decres, zing-a-mama</td>
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<td></td>
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<td></td>
<td>page 42 – Work in sections to chant solfege and then come</td>
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<td></td>
<td>back together to sing all together</td>
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<td></td>
<td>(Conga) Put beginning, chorus, verses and end together,</td>
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<td>(Rhythm is Gonna Get You) chant rhythms on words, add</td>
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<td>parts on chorus, start memorizing</td>
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<td>Piece together Sister Act Medley</td>
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<td></td>
<td>Breathing, Alleluia, staccato tonic ex., 3-part chord drills</td>
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<td>Study silently, Silent Sing, Chant w/ solfege, Sing Ex.</td>
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<td></td>
<td>(Conga) review all parts, (Rhythm is Gonna Get You) chant</td>
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<td></td>
<td>rhythm on words and add parts to call/response verses</td>
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<tr>
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<td></td>
<td>Review all parts and start memorizing</td>
</tr>
</tbody>
</table>

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21
ORIGINAL LESSON PLANS

Student Teachers will create one secondary lesson/rehearsal plan and one elementary lesson (teaching strategy) for their e-portfolios. These plans will also be included in their TEA Certification Files.

These lessons need to be original, or nearly so. One of the elementary plans must involve music from a specific culture, other than mainstream America. They must include ideas for technology, as well as accommodations for ELLs and students with special needs. Any material used, or idea that is not original, must be cited appropriately under “Materials.”

ALL Student Teachers are required to use the following lesson plan templates for these lesson plans.
ELEMENTARY GENERAL MUSIC TEMPLATE
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

ORIGINAL TEACHING STRATEGY FOR ___
Prepared by:
Suggested Grade Level:

Primary Objective: The students will... *(Statements about what the students will do/learn. Refer to the TEKS and to your Scope and Sequence.)*

Secondary Objective: The students will...

Materials Needed:
*(NOTE: this lesson plan must include a song/dance/game/etc. from another country or culture other than mainstream America.)*

Technology Needed:

Sources: *(Include the source for any book, recording, song, game, or idea, in APA format.)*

TEKS Achieved: *(Include TEKS for at least two subjects, including music—labeled and summarized.)*

Bloom’s Taxonomy: *(indicate domains addressed in the lesson)*
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Intelligences: *(indicate intelligences addressed in the lesson)*
Auditory
Kinesthetic
Verbal/Linguistic
Intrapersonal
Visual/Spatial
Logical/Math
Musical
Interpersonal

Classroom Strategies: *(indicate strategies used in the lesson)*
Cooperative Groups
Technology
Simulation
Charts/Graphs/Maps
Hands-On
Centers
Pairing
Lecture
Peer tutoring
Whole-group
Problem Solving

Accommodations: *(List steps that could be taken to modify the lesson, the environment, or the delivery so that the child can reach the objectives above.)*
1. *(for a child with special needs)*
2. *(for an English Language Learner)*

Items to Anticipate: *(anything that may be problematic)*

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
READINESS

Before learning ___, students must be able to:
• (identify, read, write, sing, play, etc.)

Known vocabulary must include:

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

PREPARATION SEGMENTS

Aural:
Verbal:
Visual:
Physical:

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

PRESENTATION LESSON

Greeting/Greeting Song:
Familiar Material:
Transition:
High Concentration:
Transition:
Relaxation/Change of Pace:
Transition:
Moderate Concentration:
Transition:
Closing:

(NOTE: You can add “RELATED ACTIVITY” if necessary.)

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
PRACTICE SEGMENTS

Early Practice (*known repertoire in known context*)

Late Practice (*new repertoire or abstractions in more difficult context*)

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

ASSESSMENT

(State methods of evaluating whether or not the students learned the concepts or skills listed in the objectives above. State WHAT will be assessed and HOW it will be assessed. Examples: improvisation, rubric, written activity, game, composition with self-evaluation.)

SELF-REFLECTION ON THE LESSON

(Describe moments of success, difficulty, unexpectedness, etc.)
ELEMENTARY GENERAL MUSIC EXAMPLE
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

ORIGINAL TEACHING STRATEGY FOR syn-CO-pa
Prepared by: Darla Meek
Suggested Grade Level: 4

Primary Objectives: The students will...
- read patterns including syn-CO-pa from notation
- identify syn-CO-pa patterns in known and unknown songs by ear
- translate patterns into rhythm syllables

Secondary Objectives: The students will...
- sing simple songs with proper vocal production, matching pitch.
- play unpitched and barred instruments with correct technique.
- sing partner songs accurately, and perform ostinati with songs, with a common steady beat.
- Perform folk dances and games with coordination and respect for participants.

Materials Needed:
- one hand drum per student
- one pair rhythm sticks per student
- barred instruments
- rhythm strips (SmartBoard activity)

Technology Needed: power point/projector; sound system; SmartBoard

Sources:
- All songs in public domain. Lesson Plans from Darla Meek Collection.

TEKS Achieved:

Music
- use standard terminology in explaining music
- sing or play a classroom instrument independently or in groups
- sing songs from diverse cultures and styles or play such songs on a musical instrument
- read and write music notation, using a system (letters, numbers, syllables)
- incorporate basic rhythmic patterns in simple meters in musical compositions
- create rhythmic and melodic phrases
- identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures
- perform music and movement from diverse cultures
- perform music representative of American and Texas heritage
- apply basic criteria in evaluating musical performances and compositions

Social Studies
• summarize reasons for European exploration and settlement in the Western Hemisphere
• explain how developments in transportation and communication have influenced economic activities
• identify the similarities and differences within and among selected racial, ethnic, and religious groups
• summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.

Physical Education
• combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences
• perform sequences that include traveling, showing good body control
• perform basic folk dance steps
• participate in moderate to vigorous physical activities on a daily basis
• follow rules, procedures, and etiquette
• respond to winning and losing with dignity and understanding
• demonstrate effective communication, consideration and respect for the feelings of others

Bloom’s Taxonomy:
Knowledge Analysis
Comprehension Synthesis
Application Evaluation

Intelligences:
Auditory Visual/Spatial
Kinesthetic Logical/Math
Verbal/Linguistic Musical
Intrapersonal Interpersonal

Classroom Strategies:
Cooperative Groups Hands-On
Technology Whole-group
Simulation Pairing
Charts/Graphs/Maps Problem Solving

Accommodations:
1. For a child with ADHD, list the activities for the day on the board and check them off as they are completed.
2. For a child with a physical disability, remove all bars on his or her instrument except the ones being used.
3. For a child with a visual disability, use rhythm strips with notes made of sandpaper.
4. For an English Language Learner, use pictures in power point slides describing the meaning of the songs.
5. Provide a student buddy to translate for the ELL.

Items to Anticipate:
• Classroom management while playing barred instruments
• Sharing drums with partners

READINESS
Before learning syn-\textit{CO-pa}, students must be able to:

- Distinguish, read, write, and perform \( \uparrow \downarrow \) and \( \uparrow \) rhythms accurately.
- Distinguish, read, write, and perform \textit{do re mi sol la do’} melodies accurately.

\textbf{Known vocabulary must include:}

\begin{tabular}{llllll}
beat vs rhythm & indiv. eighth notes & long/short & half note & quarter note & 4-meter melody & bar line pitch ostinato \\
\end{tabular}

\textbf{PREPARATION SEGMENTS}

\textbf{Aural:}

- “Epo i tai e” lesson plan
- “Somebody’s Knocking at Your Door” lesson plan, steps 1-2
- “My Mama’s Callin’ Me!” lesson plan

\textbf{Physical:}

- “Come Play the Drum” lesson plan, steps 1-3
- “Hill and Gully Rider” lesson plan, song and movement game.
- Ask the students to clap the “hill and gully” response as an ostinato (pat-clap-clap-pat) while you chant “Come Play the Drum.”
- Ask the students if the rhythms were the same at any point. (Yes, during “come play the drum.”)

\textbf{Visual:}

- Distribute iconic manipulatives that represent note values. The students work in pairs to “notate” the pattern. (short-long-short-long-rest)

\textbf{Verbal:}

- Instruct the students to chant “short-long-short-long-long” (\( \downarrow \uparrow \downarrow \uparrow \downarrow \) ) as you sing a new song.
- Sing “My Paddle’s Keen and Bright” from A Duo of Campfire Songs lesson plan.
- Guide the students to describe the similarities in rhythm. Write the known rhythms on the board and isolate the unknown rhythm. Have the students describe the unknown rhythm.
- Teach students to play the pattern with hand drums. (down-brush-brush-down-brush)

\textbf{PRESENTATION LESSON}

\textbf{Greeting/Greeting Song:}

- “Funga Alafia” lesson plan, with simple chord drone and color parts only.

\textbf{Familiar Material:}

- Sing “Great Big House” and perform dance.
• Instruct students to use phrase four (♩♩♩♩♩ ♩) on rhythm syllables as an ostinato while you sing “My Paddle” for the students.
• Tell the students that the song has four short pieces of text. Ask them to be able to tell you which of the four pieces of text in the song has the same rhythm as the “funga alafia” pattern they are clapping. (“flashing with silver”)
• Teach the pattern with body percussion: pat-clap-clap-pat-clap. Sing the song for the students as they perform the body percussion with you while chanting “flashing with silver.”

Transition:
• Ask the students to perform the pattern with the second half first! (♩♩♩♩♩ ♩)

High Concentration:
• Sing “Mango Walk” for the students as they continue the body percussion pattern.
• Divide the students into two groups to perform the ostinato and the song. Switch parts. (This will transfer to large drums later.)
• Have the students sing “Mango Walk” while you sing “Sweet Potatoes.”
• Ask the students to describe what you did. Define partner songs.
• Teach “Sweet Potatoes” through immersion: sing all verses, and invite students to join in when they are ready. Accompany with a drum, if desired.
• Listen to “Bamboula” from Danse des Negres by Gottschalk. Have the children indicate when they hear a familiar melody.
• Discuss the Creole culture in Louisiana.

Transition:
• Sing “Mango Walk” for the students, clapping on the text “go mango walk.”
• Say, “We have sung several songs that all have that same pattern.” Chant and clap “flashing with silver” four times, then “funga alafia” four times.
• “Now you will hear the pattern in a new song!” Sing “Lost My Gold Ring.” Have the students identify the text on which the pattern occurs. (“one go to Kingston”)

Relaxation/Change of Pace:
• “Lost My Gold Ring” game
• Have students follow your hand signs to sing the I-V chord roots. Divide into two groups to perform simultaneously, then switch.

Transition:
• Play “Think/Sing” (an audiation game). When leader points to mouth, students sing. When leader points to head, students audiate. Have individual students lead.
• Have the students clap the rhythm of the song, then play “Think/Sing” again.

Moderate Concentration:
• Derive the rhythm for “Lost My Gold Ring,” identifying syn-CO-pa as “short-long-short.”

Transition:
• Display rhythm for “Black Snake” for students to read on rhythm syllables.
• Have students follow hand signs or solfege ladder to derive the melody.
• Sing “Black Snake” on solfege, then with text.

Final Activity:
• “Black Snake” game.

Closing:
• Students “Turn and Talk” with partners to discuss one new thing they learned today. Share with the large group.
• Students evaluate themselves on their performance: I played the barred instrument parts correctly and at the right time. I sang in tune. I performed the games with respect for the game and for my classmates.
• Display rhythm strips on SmartBoard. Chant one of the patterns on rhythm syllables and have students in a particular row determine which pattern you chanted. If they are correct, indicate on the SmartBoard, and allow the row to line up. Continue with remaining rows.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

PRACTICE SEGMENTS

Early Practice (known repertoire in known context)
• Use individual packets of rhythm strips, including [music notation] for students to notate phrases from known songs and rhymes “Come Play the Drum,” “My Paddle,” and “Funga Alafia.”
• Play “Mystery Song”: display rhythm with solfege of a known song. Students figure out the title.

Late Practice (new repertoire or abstractions in more difficult context)
• Sing known song “My Mama’s Callin’ Me!” and unknown song “Shoo, My Love” and have the students sing back with rhythm syllables.
• “Alabama Gal” folk dance lesson

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

ASSESSMENT

Segment 1
• Written test: distribute papers with five numbers, each number displaying two rhythm patterns. Instructor claps one of the two patterns, the students translate into rhythm syllables, and then students circle the correct pattern.

Segment 2
• Play a “gossip chain” game by distributing cards that have a question rhythm and an answer rhythm. One student begins by chanting his/her question rhythm. The student who has that rhythm as his answer chants it, then chants his own question rhythm, and the game continues.

SELF-REFLECTION ON THE LESSON
# ENSEMBLE REHEARSAL LESSON PLAN TEMPLATE

---

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date of Lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensemble:</td>
<td></td>
</tr>
<tr>
<td><strong>Primary Goal:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Secondary Goal:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TEKS to be addressed in this lesson:</strong> <em>(labeled and summarized)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Materials or Resources:</strong> <em>(all books and recordings cited fully)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Modification for ELL, gifted and talented, or SpEd:</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Lesson Plan Format

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-ups:</strong></td>
<td>Time Needed:</td>
</tr>
<tr>
<td>1. Exercise #1:</td>
<td></td>
</tr>
<tr>
<td>a. Objectives:</td>
<td></td>
</tr>
<tr>
<td>b. Assessment <em>(informal or formal)</em>:</td>
<td></td>
</tr>
<tr>
<td>2. Exercise #2 <em>(may continue with 3, 4, etc.):</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sight-Reading:</strong></th>
<th>Time Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of Piece/Exercise #1:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Objectives:</td>
<td></td>
</tr>
<tr>
<td>2. Process <em>(could include any of the following)</em>:</td>
<td></td>
</tr>
<tr>
<td>a. Meter/Rhythm, etc.</td>
<td></td>
</tr>
<tr>
<td>b. Key/Intervals/Accidentals/Melody/Harmony, etc.</td>
<td></td>
</tr>
<tr>
<td>c. Phrasing, dynamics, articulation, balance, etc.</td>
<td></td>
</tr>
<tr>
<td>3. Items to anticipate:</td>
<td></td>
</tr>
<tr>
<td>4. Assessment <em>(informal or formal)</em>:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Rehearsal/Review Previous Assignments:</strong></th>
<th>Time Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of Piece/Exercise #1:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Objectives:</td>
<td></td>
</tr>
<tr>
<td>2. Activities/strategies/review:</td>
<td></td>
</tr>
<tr>
<td>3. Items to Anticipate:</td>
<td></td>
</tr>
<tr>
<td>4. Assessment <em>(informal or formal)</em>:</td>
<td></td>
</tr>
</tbody>
</table>
Title of Piece/Exercise #2 *(may continue with 3, 4, etc.)*: Time Needed:

New Skill/Concept *(optional)*: Time Needed:

1. Objectives:
2. Items to anticipate:
3. Assessment *(informal or formal)*:

Closure: Time Needed:

1. Summarize objectives of lesson
2. Communicate objectives for the next rehearsal

Reflection on Lesson: *(instructor thoughts after the lesson has been taught)*
ENSEMBLE REHEARSAL LESSON PLAN EXAMPLE (Band)
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Name: Peter Percussionist
Ensemble: Beginning Percussion
Date of Lesson: Sept. 6, 2014

Primary Objective: Students will demonstrate an understanding of Cut Time by counting and performing percussion exercises and etudes.

Secondary Objective: Students will demonstrate an understanding of Cut Time by performing musical works involving 2/2 Cut Time and metric shifts from 4/4 Common time to 2/2 Cut Time.

Method of Assessment: Performance of exercises, etudes, and musical works in Cut Time and Common Time. Students will demonstrate understanding by clapping and counting rhythms out loud.

Materials Needed: Drum, practice pads, sticks, metronome, CD player, computer, stereo

Successful Steps to Beginning Percussion – Kenan Wylie

TEKS: Music, Grade 6-12.
• Music 117.60.C.2.A - demonstrate independently and in ensembles accurate intonation and rhythm, fundamental skills, and basic performance techniques
• Music 117.60.C.3.A - sight-read ensemble parts
• Music 117.62.C.2.A - exhibit accurate intonation and rhythm, fundamental skills, and advanced technique

Modifications for ELL, Gifted and Talented, or SpEd:
• Use adaptable mallets for ease of playing.
• Pair an ELL student with a “buddy” to help with language issues
• Challenge G & T students to research history/background of composer or piece of music being studied

Lesson Plan Format

Procedures                              Time

Warm Up:                                 5 Min.
8 on a hand exercise on snare drum (1/4 = 70-80)
(mf dynamic to begin, change tempo and dynamics)
Accent Tap Exercise (1/4 = 70-80)
(F-p dynamics)
Roll Exercise (1/4 = 70-80)
(All dynamics, closed and open rolls)

Review:                                  10 Min.
Review 4/4 and 2/4 time signatures
Provide exercises demonstrating 4/4 and 2/4 time
Clap and count rhythms out loud
Have students play exercises in Common Time involving quarter notes and eighth notes
**Items to Anticipate:** Difficulty reviewing concepts and may take elaborated explanation.

**New Skill/Concept**
- **Question** Students regarding their understanding or thoughts of what Cut Time is.
  - Define Cut Time and its theoretical relation to 4/4 and 2/4 Time Signatures
  - Have students **play** Exercise #24.A-D from *Successful Steps to Beginning Percussion – Kenan Wylie*
  - Have Students **clap and count** the rhythms
  - Provide various Cut Time examples

**Items to Anticipate:** Difficulty playing exercises and lack of understanding of Cut Time concept.

**Application:**
- **Question and Discuss** significance of Cut Time
  - Have Students **perform** etudes and exercises in Cut Time
  - Have Students **play** Exercise #24 1-4 pg. 62 from *Successful Steps to Beginning Percussion – Kenan Wylie*
  - Have Students **play** Exercise #24 5-12 pg. 63 from *Successful Steps to Beginning Percussion – Kenan Wylie*
  - Provide written examples for students
  - Students count and identify rhythms in Cut Time

**Items to Anticipate:** Confusion of counting and difficulty understanding of relationship of common time to cut time.

**Closure:**
- **Ask** Students questions about Cut Time and what they have learned
- **Assign** students to review Cut Time and the Exercises in the method book.

**Reflection on the lesson:**
ENSEMBLE REHEARSAL LESSON PLAN EXAMPLE (Choral)
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Name: Suzy Singer
Ensemble: Women’s Choir
Date of Lesson: Sept. 6, 2014

Primary Objectives:
• Prepare music for Fall Concert
• The students will sing with correct rhythms with correct tone and correct singing technique.

Secondary Objective: The student will sight read their parts correctly within the ensemble.

TEKS to be addresses in this lesson:
• Music 117.60.C.2.A - demonstrate independently and in ensembles accurate intonation and rhythm, fundamental skills, and basic performance techniques
• Music 117.60.C.3.A - sight-read ensemble parts
• Music 117.62.C.2.A - exhibit accurate intonation and rhythm, fundamental skills, and advanced technique

Modifications for ELL, Gifted and Talented, or SpEd:
• Place less experienced singers by a strong choir member to work together
• Pair an ELL student with a “buddy” to help with language issues
• Challenge G & T students to research history/background of composer or piece of music being studied
• Have experienced singers/student leaders lead a section practice or sight reading exercise

Materials or Resources: Folk Song Series, Bk 4 # 6, “May,” “Ah, Dear Heart”

Lesson Plan Format

Procedure | Time
--- | ---
Warm-Ups: | 7 min.

Breathing Exercise (in, suspend, out)
Objective: Become aware of body when using correct breathing technique and extend breath support
Assessment: watch for proper inhalation and listen for correct use of breath

Zu-a-zu-a-zu *(dmrfmssfmrdr)*
Objective: Warm up voice using tall vowels and connected air between consonants
Assessment: Watch for participation and listen for desired phrasing and vowel shape Mi-Me-Ma-Mo-Mu (sssfmrd)

Objective: Tall pure vowels, connected phrase and inner space/resonance

Assessment: Listen for resonance, tall vowels and connect phrasing

Intervals: Ascending/descending 3rds; All ascending/descending intervals within an octave

Objective: Practice intervals of the major scale

Assessment: Listen for accurate pitch and watch for all students demonstrating hand signs

**Sight-Reading Exercise:**

**Exercise #6**

1. Objective: Sight read with accuracy, confidence; F Maj., fa chord, eighth notes

2. Process:
   - Find key, do
   - ask questions about intervals, rhythm, chords, etc.
   - Audiate with hand signs
   - Chant syllables with hand signs – correct as needed
   - Establish key: sing do, major scale, tonic chord, beginning pitches
   - Sing exercise using solfege/hand signs...pulsing the beat - slow, steady tempo
   - Address errors, practice interval/rhythm missed; compliment accuracy
   - Sing exercise again with corrections

3. Items to anticipate: si - fa - la m. 3 moving eighth notes in m. 1, 3, 5, 7, 11, 15
   si-do-fa m. 3, repeated notes m. 4, 8, 12
   Altos moving from la- do in m. 3, moving eighth notes

4. Assessment: Informal - Watch for participation via hand signs and attention to the music, listen for correct syllables, pitches and rhythm

**Repertoire:**

“May”

**15 min.**

1. Objective: Review “chorus” part and different layering of parts, add text

2. Activities:
   - Review individual parts on solfege (m. 3-11, 25-35, 46-61)
   - Introduce altered pitch in m. 12 (sol si la) all parts
   - Practice parts together; listen for layering of parts, individual entrances
   - Introduce the text; focus on melodic/rhythmic precision and vowel unity

3. Items to anticipate:
   - Altered syllables in m. 12 for all parts
   - Sopranos 1 not ready for entrance in m. 26, 28 and 31
   - Hearing layering parts in chorus and where to cut off

4. Assessment: Informal - Listen and watch for participation via hand signs; singing correct solfege, altered tones and unified vowels
“Ah, Dear Heart”

1. **Objective:** Run through piece checking for accuracy, warm sound, and musicality
2. **Activities:**
   - Run B section and Coda – repeat as needed
   - Run A section and transition to B
   - Sing through entire piece with accompaniment
3. **Items to anticipate:**
   - Soprano 1 maintaining a light and supported sound when their line ascends
   - Contrasting stresses in 3/4 and 4/4
   - Secure entrances in B section
   - Unified tone and dynamics
4. **Assessment:** Informal - Listen for unified sound, metric stresses, musical expression

**Application:** Learning and applying altered pitches and adding new text in “May”.

**Closure:** “Thank you for your hard work and focus today. It always pays off!! We learned altered pitches sol-si-la and applied to ‘May,’ and continued learning the song using text. It was a good first run-through of ‘Ah, Dear Heart’ with accompaniment, focusing on musicality. Tomorrow we’ll have a sight reading test and continue working songs for the Fall Concert.”

**Reflection on the lesson:**
GROWTH PLAN

Residents who do not meet Public School and University expectations will either be given a Growth Plan, which is a contract that specifies what they need to do to improve and meet expectations, or will be removed from the Teacher Education Program at this point. The goal is to provide an environment for success; however, the Student Teacher may be removed from the Teacher Education Program if he/she exhibits behaviors such as:

- not showing signs of a desire to improve,
- not demonstrating the ability to improve,
- violating the school code of conduct, and/or
- violation of the Texas Code of Ethics.

<table>
<thead>
<tr>
<th>Area/s of Concern</th>
<th>Action to be Taken</th>
<th>Target Date for Change of Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late arrival to school</td>
<td></td>
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<tr>
<td>Excessive absences from school</td>
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<tr>
<td>Failure to notify mentor/school prior to absence</td>
<td></td>
<td></td>
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<tr>
<td>Poor attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poorly prepared for class lesson</td>
<td></td>
<td></td>
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<tr>
<td>Materials not prepared</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showing no initiative to perform task or duty</td>
<td></td>
<td></td>
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<tr>
<td>Inability to prioritize professional practices and responsibilities</td>
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<td></td>
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<tr>
<td>Lack of professional appearance</td>
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<td></td>
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</tbody>
</table>
### Teacher Education Field Based Program – Mentor Handbook

<table>
<thead>
<tr>
<th>Inappropriate involvement with student/s</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of respect for school policies</td>
<td></td>
</tr>
<tr>
<td>Other as needed</td>
<td></td>
</tr>
</tbody>
</table>

**Student Signature:** ____________________________  
**Date:** ______________________

**Mentor Signature:** ____________________________  
**Date:** ______________________

**Liaison Signature:** ____________________________  
**Date:** ______________________

**Music ed Coordinator:** _________________________  
**Date:** ______________________

**Dept. Head Signature:** _________________________  
**Date:** ______________________

**Director, Ed Certification:** ____________________  
**Date:** ______________________

*To be filed with Educator Certification Office and Office of Curriculum and Instruction.*
THE INSTRUCTIONAL LEADERSHIP TEAM (ILT) EVALUATION FORMS AND INSTRUCTIONS FOR THE FIELD EXPERIENCE

The Instructional Leadership Team consists of the Student Teacher, Mentor Teacher, and University Liaison.

The Observation Form and ILT Evaluation Forms for Student Teaching Field Experiences are on the following pages.

Use the Observation Form to record your thoughts while you observe the student teacher teach.

Then, use the ILT Evaluation Form to assign the student teacher’s grade.

You will complete an Observation Form and an ILT Evaluation Form around the fourth week, and an ILT Evaluation Form around the eighth week. If your student teacher’s placement is for longer or shorter than the typical 8/8/ split, the evaluation times may be adjusted on an individual basis.

You must sit down with the student teacher and discuss his/her teaching afterward. This ILT Debriefing Conference must be recorded. This is state law. The student teacher will then reflect on the meeting by submitting an Impact Story to his or her TK-20.

Be very careful to complete EVERY entry on the forms!

Student teachers are also asked to complete self-evaluations in order to reflect on their own performance.

It is the STUDENT TEACHER’S responsibility to ensure that all evaluations are completed thoroughly and correctly and uploaded.
# Resident Observation Form:  Initial  Midterm  Final  Optional  (circle one)

**Indicate one:** Elementary  Secondary  

**Indicate one:** Mentor  Field-Supervisor/University Liaison  Resident

<table>
<thead>
<tr>
<th>Resident:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWID#:</td>
<td>District:</td>
</tr>
<tr>
<td>Mentor:</td>
<td>Campus:</td>
</tr>
<tr>
<td>FS/Liaison</td>
<td>Content:</td>
</tr>
<tr>
<td>Begin Time:</td>
<td>End Time:</td>
</tr>
<tr>
<td>Duration:</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Plan: Submitted prior to class □**

**Observations Before Class / During Class / Conclusion of Class:** (Please prepare a narrative of the observation as it was presented using specific times and details).

---

## Domain 1: Planning

### 1.1 Standards & Alignment: The resident designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>Not Applicable</th>
<th>Lesson plan goals and objectives are aligned with TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Anticipated time allotted for appropriate pacing and sequencing is evident within the lesson plan</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Anticipatory set is well planned</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Closure of lesson is well planned: Summary of Lesson, Preview of Future Lessons &amp; Class Reminders</td>
</tr>
</tbody>
</table>

### 1.2 Data & Assessment: The resident uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instructions.

| Proficient | Developing | Improvement Needed | Not Applicable | Formal and informal assessments are planned to monitor progress of all students to give students effective feedback |

### 1.3 Knowledge of Students: The resident ensures high levels of learning, social-emotional development and achievement for all students.

| Proficient | Developing | Improvement Needed | Not Applicable | Lesson planned connects to students prior knowledge and experiences |
### 1.4 Activities: The resident plans engaging, flexible lessons that encourages higher-order thinking and achievement.

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>Not Applicable</th>
<th>Opportunities planned for students to utilize their individual learning patterns, habits and needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Modifications and accommodations are evident for ELL/ESL</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Modifications and accommodations are evident for Special Education and Gifted &amp; Talented</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td></td>
</tr>
</tbody>
</table>

- Plans a variety of instructional strategies/activities and transitions to promote higher order thinking
- Prepares questioning strategies that promote different levels of thinking (e.g., Bloom's Taxonomy)
- Integrates technology as applicable and appropriate
- Aligned resources and instructional materials to lesson objectives

**Domain 1 Evidence/Comments (optional)**
## Domain 2: Instruction

### 2.1 Achieving Expectations: The resident supports all learners in pursuit of high levels of academic and social-emotional success.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Sets clear academic expectations that challenge all students</td>
</tr>
<tr>
<td>Developing</td>
<td>Persists in using a variety of strategies for success of all students</td>
</tr>
<tr>
<td>Improvement Needed</td>
<td>Provides students opportunities to take initiative of their own learning</td>
</tr>
</tbody>
</table>

### 2.2 Content Knowledge & Expertise: The resident uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Exhibits strong working knowledge of content area</td>
</tr>
<tr>
<td>Developing</td>
<td>Anticipatory set is evident and well implemented</td>
</tr>
<tr>
<td>Improvement Needed</td>
<td>Integrates learning objectives with other disciplines and real world experience</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Recognizes possible student misunderstandings and responds with various instructional strategies to clarify concepts and instructions</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Incorporates effective questioning techniques (e.g., scaffolding, wait time, grade-level appropriate)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Closure of lesson is evident and well implemented</td>
</tr>
</tbody>
</table>

### 2.3 Communication: The resident clearly and accurately communicates to support persistence, deeper learning, and effective effort.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Explains content and directions/procedures appropriately and connects with students</td>
</tr>
<tr>
<td>Developing</td>
<td>Establishes classroom practices that provide opportunities for students to communicate effectively with the teacher and peers</td>
</tr>
<tr>
<td>Improvement Needed</td>
<td>Demonstrates effective oral and written communication</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Demonstrates effective and appropriate nonverbal skills</td>
</tr>
</tbody>
</table>

### 2.4 Differentiation: The resident differentiates instruction, aligning methods and techniques to diverse student needs.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Guides students to express thoughts and views appropriately</td>
</tr>
<tr>
<td>Developing</td>
<td>Fosters climate and implements curriculum for diverse learners that encourages students to be academically bold</td>
</tr>
</tbody>
</table>

### 2.5 Monitor & Adjust: The resident formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

<table>
<thead>
<tr>
<th>Level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Consistently invites input from students in order to monitor and adjust instruction and activities</td>
</tr>
<tr>
<td>Developing</td>
<td>Adjusts instruction and activities to maintain student engagement</td>
</tr>
<tr>
<td>Improvement Needed</td>
<td>Monitors students’ behavior and responses for engagement and understanding</td>
</tr>
</tbody>
</table>
### Domain 3: Learning Environment

#### 3.1 Classroom Environment, Routines, and Procedures: The resident organizes a safe, accessible and efficient classroom.

<table>
<thead>
<tr>
<th>Level</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures</td>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Routines</td>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Transitions</td>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

- Procedures, routines, and transitions are evident, clear, and efficient
- The classroom is safe and organized to support learning objectives and is accessible to students.

#### 3.2 Managing Student Behavior: The resident establishes, communicates and maintains clear expectations for student behavior.

<table>
<thead>
<tr>
<th>Level</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently</td>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Monitors</td>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Behaviors</td>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

- Consistently monitors student behavior in a positive and appropriate manner by identifying and redirecting off-task behavior
- Consistently implements of the campus and classroom behavior management systems

#### 3.3 Classroom Culture: The resident leads a mutually respectful and collaborative class of actively engaged learners.

<table>
<thead>
<tr>
<th>Level</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Participation</td>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Support</td>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

- Students are engaged in relevant and meaningful learning activities (e.g., independent and cooperative as appropriate)
- Students are actively participating by answering questions and collaborating with peers and teacher
- Promotes development of a positive self-concept in students by providing encouragement, praise, and proper support for all students.

### Domain 4: Professional Practices and Responsibilities

<table>
<thead>
<tr>
<th>Level</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Practices</td>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

- Exhibits professionalism (e.g., attendance and professional appearance)
- Establishes positive, productive relationships with administration, faculty, staff, parents, and students
- Responds positively to supervision and makes corrections for improvement
### Subsection A: Physical Education Residents Only

<table>
<thead>
<tr>
<th>Level</th>
<th>Development Level</th>
<th>Improvement Needed</th>
<th>Not Applicable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Emphasizes knowledge and skills for a lifetime of physical activity promoting health related fitness</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Encourages students to participate and be physically active during class period</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Organization of a well-developed lesson is evident, including support materials and developmentally appropriate equipment ready at the beginning of class</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Communication in the classroom includes: Voice projection (coaching voice) along with communication devices (whistle/microphone) as appropriate</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Lesson includes: Warm-up, TEKS and grade-level appropriate activities, and cool-down with students engaged in relevant and meaningful physical activities a minimum of 60% of the instructional time.</td>
</tr>
</tbody>
</table>

### Subsection B: Music Education Residents Only

<table>
<thead>
<tr>
<th>Level</th>
<th>Development Level</th>
<th>Improvement Needed</th>
<th>Not Applicable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Maintains eye contact while speaking and/or conducting</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Evidence of extensive score study as indicated by effective lesson plans and execution, and markings on the score.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Exhibits knowledge of all instruments concerning tone production, tuning tendencies, and fingerings</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Establishes proper rapport with students in rehearsal</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Evidence of understanding the musical aspects of a piece as evidenced by phrasing suggestions, dynamics, direction of phrase, and by appropriate conducting, gestures, and facial expressions.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Evidence of proper and logical sequencing when teaching concepts.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Evidence of an understanding of critical elements of an effective warm-up</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Demonstrates knowledge/mastery of instrumental/vocal/piano skills</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Utilizes appropriate gestures (conducting, hand signs, kinesthetic movement) to convey meaningful musical intent</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Continually assesses (listens to) student performance and offers specific instruction for improvement</td>
</tr>
<tr>
<td>Proficient</td>
<td>Developing</td>
<td>Improvement Needed</td>
<td>Not Applicable</td>
<td>Engages students in assessment of their own mastery of desired musical skills.</td>
</tr>
</tbody>
</table>
Subsection B: Evidence/Comments (optional)

<table>
<thead>
<tr>
<th>Three commendable aspects of the observation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Three suggestions related to the observation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Evaluator Signature  Field-Supervisor/ Liaison OR  Mentor Teacher

Resident’s Signature
# Instructional Leadership Team Evaluation Form

**ILT Form**  **Midterm**  **Final**  **Optional** (circle one)

Indicate one: Elementary  Secondary

Indicate one: Mentor  Field-Supervisor/University Liaison  Resident

<table>
<thead>
<tr>
<th>Resident:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWID#:</td>
<td>Overall Average:</td>
</tr>
<tr>
<td>Mentor:</td>
<td>Letter Grade:</td>
</tr>
<tr>
<td>FS/Liaison:</td>
<td>District:</td>
</tr>
<tr>
<td>School:</td>
<td>Content:</td>
</tr>
</tbody>
</table>

## Rating System:

**5 - 4 = Proficient** - in command of initiative, thought, organization, reflection, and implementation of professional choices. Professional judgment is evident. Evidence of significant control of own decision-making and learning processes.

**3 - 2 = Developing** - functional in terms of initiative, thought, organization, reflection, and implementation of professional choices, but in need of instruction. Professional judgment is somewhat evident. Evidence of some control of own decision-making and learning processes. Monitors, adjusts, and manages with minimal intervention.

**1 - 0 = Improvement Needed** - some lack of initiative, thought, organization, reflection, and responsibility. Resident lacks awareness in making professional choices. Evidence of little control of own decision-making and learning processes. Very little monitoring, adjusting or managing without significant intervention. The situation requires remediation and change by the resident.

**Domain 1:** _____  **Domain 2:** _____  **Domain 3:** _____  **Domain 4:** _____  **Overall Average:** _____

**Letter Grade Scale**

(A) 5 – 3.5  
(B) 3.4 – 2.5  
(C) 2.4 – 1 (Requires Growth Plan)  
(F) .9 -0

Resident Signature  
Mentor Teacher Signature

Field Supervisory/ Liaison Signature  
Date
### Domain 1: Planning

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 or 4</td>
<td>3 or 2</td>
<td>1 or 0</td>
</tr>
</tbody>
</table>

1.1 Standards & Alignment: The intern/resident designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

1.2 Data & Assessment: The intern/resident uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

1.3 Knowledge of Students: The intern/resident ensures high levels of learning, social-emotional development and achievement for all students.

1.4 Activities: The intern/resident plans engaging, flexible lessons that encourage higher-order thinking and achievement.

**Evidence/Comments:**

### Domain 2: Instruction

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 or 4</td>
<td>3 or 2</td>
<td>1 or 0</td>
</tr>
</tbody>
</table>

2.1 Achieving Expectations: The intern/resident supports all learners in their pursuit of high levels of academic and social-emotional success.

2.2 Content Knowledge & Expertise: The intern/resident uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

2.3 Communication: The intern/resident clearly and accurately communicates to support persistence, deeper learning and effective effort.

2.4 Differentiation: The intern/resident differentiates instruction, aligning methods and techniques to diverse student needs.

2.5 Monitor & Adjust: The intern/resident formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
Evidence/Comments:

### Domain 3: Learning Environment

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 or 4</td>
<td>3 or 2</td>
<td>1 or 0</td>
</tr>
</tbody>
</table>

3.1 Classroom Environment, Routines, and Procedures: The intern/resident organizes a safe, accessible, and efficient classroom.

3.2 Managing Student Behavior: The intern/resident establishes, communicates and maintains clear expectations for student behavior.

3.3 Classroom Culture: The intern/resident leads a mutually respectful and collaborative class of actively engaged learners.

Evidence/Comments:

### Domain 4: Professional Practices and Responsibilities

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 or 4</td>
<td>3 or 2</td>
<td>1 or 0</td>
</tr>
</tbody>
</table>

4.1 Professional Demeanor & Ethics: The intern/resident meets TAMUC and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities. (e.g., Code of Ethics and Standard Practices for Texas Educators).

- Develops positive, productive relationships with colleagues
- Demonstrates initiative and positive attitude in performance of duties and responsibilities
- Accepts and implements constructive suggestions for change and growth

4.2 Goal Setting: The intern/resident reflects on his/her practices.

- Sets short and long-term professional goals based on self-assessment, reflections, and mentor/supervisor suggestions
- Demonstrates initiative to meet the goals, resulting in improvement in teaching practices and student achievement

4.3 Professional Development: The intern/resident enhances the professional community.

- Demonstrates collaborative practices by participating in all scheduled district and campus professional development
<table>
<thead>
<tr>
<th>activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Actively participates in pre/post meetings with the Instructional Leadership Team (ILT)</td>
</tr>
</tbody>
</table>

4.4 School Community Involvement: The intern/resident demonstrates initiative and leadership with students, colleagues, and community members in the school, district, and community through effective communication and outreach.

  • Actively participates in extra duties throughout the school (e.g. bus duty, cafeteria duty, field trips, etc.)

**Evidence/Comments:**