Teacher Education Field-Based Program Mentor Handbook

The Teacher Education Field-Based Mentor Handbook was developed to assist mentors in understanding their roles and responsibilities when supervising student teachers as they complete the teacher education program through Texas A&M University-Commerce. The handbook is continually revised in order to meet the demands in the dynamic world of education.
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TO: Mentor Teachers

FROM: Mark Reid, TAMU-Commerce Seminar Instructor

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.

On behalf of the seminar 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.

All forms we think may be useful to you are located in this handbook.

Sincerely,

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# FALL 2015 CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2015</td>
<td>Check in with your Mentor Teachers prior to Summer Break</td>
</tr>
<tr>
<td>Monday, August 10</td>
<td>Seminar 1</td>
</tr>
<tr>
<td>Tuesday, August 11</td>
<td>Seminar 2</td>
</tr>
<tr>
<td>Wednesday, August 12</td>
<td>Seminar 3</td>
</tr>
<tr>
<td>Monday, August 17</td>
<td>First Day of Student Teaching (unless otherwise noted by district)</td>
</tr>
<tr>
<td>Monday, September 14</td>
<td>Seminar 4</td>
</tr>
<tr>
<td>September 15-25</td>
<td>Midterm ILT for SED 404 (Resident First Observation)</td>
</tr>
<tr>
<td>Monday, September 28</td>
<td>Seminar 5. RESUME AND COVER LETTER DUE</td>
</tr>
<tr>
<td>Sept 29-October 9</td>
<td>Final ILT for SED 404 (Resident Second Observation)</td>
</tr>
<tr>
<td>Sat., October 3</td>
<td>Elementary Music Education Workshop-Band Hall 9-noon</td>
</tr>
<tr>
<td>Friday, October 9</td>
<td>Last Day at First Site. VIDEO EVALUATION 1 DUE. ALL EVALUATIONS AND ADMIN NOTIFICATION FORM DUE</td>
</tr>
<tr>
<td>Monday, October 12</td>
<td>Seminar 6</td>
</tr>
<tr>
<td>Tuesday, October 13</td>
<td>All-level Rotation (First Day at Second Site)</td>
</tr>
<tr>
<td>November 2-13</td>
<td>Midterm ILT for SED 405 (Resident Third Observation)</td>
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<tr>
<td>Monday, November 9</td>
<td>Seminar 7</td>
</tr>
<tr>
<td>Sat., November 14</td>
<td>edcampPalooza UnConference-Commerce ISD</td>
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<tr>
<td>Nov 30-December 4</td>
<td>Final ILT for SED 405 (Resident Fourth Observation)</td>
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<tr>
<td>Friday, December 4</td>
<td>Final Day of Student Teaching. VIDEO EVALUATION 2 DUE. ALL EVALUATIONS AND ADMIN NOTIFICATION FORM DUE</td>
</tr>
<tr>
<td>Monday, December 7</td>
<td>Seminar 8</td>
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<tr>
<td>December 8-11, 14-18</td>
<td>Make-up weeks, if needed</td>
</tr>
<tr>
<td>Saturday, December 19</td>
<td>Graduation, 8:30 am</td>
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</tbody>
</table>

Seminar classes will meet 9:00 AM to 3:00 PM.
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 are required to experience eight weeks on a K-6 campus, and eight weeks on a secondary campus. 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.

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.

*Midterm ILT evaluation meeting ~ COMPLETE MIDTERM EVALUATION*

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

*Final ILT evaluation meeting ~ COMPLETE FINAL EVALUATION*
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 that you will see your 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 training
- attending area workshops regularly in order to hone their skills and connect with other educators
# 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 Domain #3 Competency #7</td>
</tr>
<tr>
<td></td>
<td>Provide ST with class rosters, seating charts and textbooks, especially teacher editions</td>
<td></td>
<td>Make seating charts to learn students’ names</td>
<td>Creating a positive school and classroom environment Domain #2 Competency #7</td>
</tr>
<tr>
<td></td>
<td>Give ST copy of teacher and student handbooks and code of conduct</td>
<td></td>
<td>Become familiar with student and teacher handbooks and code of conduct</td>
<td>TExES Competencies</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>
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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>
</tr>
<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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<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 conversations with Mentor concerning your professional development</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>Students’ goals and reflective thinking</td>
<td></td>
</tr>
</tbody>
</table>
## WEEK 2

<table>
<thead>
<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>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</td>
<td>Turn in completed Weekly Class Outlines to liaisons</td>
<td>Unit/Lesson Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have ST work one-on-one with students</td>
<td>Tutor individual or small groups of students, and work one-on-one with students</td>
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<tr>
<td></td>
<td>Model and discuss teaching methods appropriate for your subject(s); Provide feedback to ST on lesson</td>
<td>Teach a lesson using written lesson plan format</td>
<td>Methodologies of teaching: direct instruction, cooperative learning, critical thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Put ST before whole class teaching a short lesson or warm up</td>
<td>Apply classroom rules, procedures, and consequences to students in all classes</td>
<td>Classroom rules, procedures and consequences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arrange for ST to observe ISS, AEP, and talk with teachers of those programs</td>
<td>Observe, analyze, and apply classroom management techniques that minimize discipline problems in classes</td>
<td>Classroom Management and Discipline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review the Texas Code of Ethics and discuss professionalism in your classroom and school</td>
<td>Discuss Texas Code of Ethics with Mentor and apply to your own professional practice</td>
<td>Texas Code of Ethics and Professionalism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss TExES Competencies and Professional Development Standards with ST</td>
<td>Observe other teachers in same subjects and different subjects, as well as other grade levels of students</td>
<td>TExES Competencies PPR Standards</td>
<td></td>
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<tr>
<td></td>
<td>Find time for reflective discussions with ST</td>
<td>Find time for reflective conversations with Mentors concerning your professional development</td>
<td>Student’s goals and reflective thinking</td>
<td></td>
</tr>
</tbody>
</table>
## WEEK 3

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

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

http://www.texes.ets.org/texes/testframeworks/

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

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<table>
<thead>
<tr>
<th>TEACHER NAME:</th>
<th>GRADE LEVEL:</th>
<th>DATE: WEEK OF...</th>
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<tbody>
<tr>
<td>PRIMARY OBJECTIVE:</td>
<td></td>
<td></td>
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<tr>
<td>SECONDARY OBJECTIVE:</td>
<td></td>
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<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 SONG</td>
<td>(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>
<td></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>
<td>HIGH CONCENTRATION</td>
<td>(derive or present new concept, heavy practice)</td>
<td></td>
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<tr>
<td>TRANSITION</td>
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<tr>
<td>RELATED/RELAXED</td>
<td>(game, movement, or listening)</td>
<td></td>
<td></td>
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<tr>
<td>TRANSITION</td>
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<tr>
<td>MODERATE CONCENTRATION</td>
<td>(examples: learning new song, practicing new skill, assessing)</td>
<td></td>
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<td></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

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**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 drm sl d’ melodies accurately

---

<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 SONG</td>
<td>&quot;Good Morning!&quot;</td>
<td>none</td>
<td>1. Sing song, inviting children to join as they are able.</td>
<td>Singing voices All form Body percussion</td>
<td>MUS2A</td>
<td>3</td>
</tr>
</tbody>
</table>
| WARM-UP ACTIVITY | Dumplin’ V | Toy puppet YouTube video | 1. Tell story, inviting song.  
2. Play game.  
3. Show video of Jamaican girl singing song. | Preparing syn-CO-pa Singing voices learning a song from Jamaica | MUS2A,2B SS20C PE1,4 | 5 |
| TRANSITION | Students sing song on neutral syllable “bah” as they return to their seats. Sing again, tapping the steady beat. | | | | 1 |
| FAMILIAR ACTIVITY | "Roll and Golly Rider" (G) | ppt 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,2B MUS4A SS2A SS20A,S PE1,4 | 7 |
| TRANSITION | Instruct students to chant “hill and gully, rest” as an ostinato while I chant “Come Play the Drum.” Ask the students to note the places where the ostinato and the poem are the same or similar. | | | | 1 |
| HIGH CONCENTRATION | "Come Play the Drum" | ppt of text  
Solfeggio ladder  
chart of mystery song | 1. Review the chant.  
2. Perform with body percussion, then in canon.  
3. Derive the rhythm for HAL the poem, identifying syn-CO-pa as short-long-short.  
4. Isolate "syn-CO-pa till ta." Have children figure out the mystery song. ("My Mama’s Callin’ Me") | Presenting syn-CO-pa Canon | MUS1B MUS2A MUS4A MATH | 10 |

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| TRANSITION | Isolate "syn-CO-pa ta". Ask children to listen for the pattern in a known song, and be able to tell you the text that occurs on that pattern. It will occur three times. (Who mean for me?)  
2. Play “Fellow My Finger” with solfeggio ladder (dms, d’ms, dmsms, etc)  
3. Tap the rhythm of the song on the solfeggio ladder. Children audiate. | | | MUS1B MUS3A | 4 |

| RELATED/RELAXED | "Robin in a Buggy" (F) | 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,2B SS20C | 5 |

| TRANSITION | Display syn-CO-pa till till low— Have students figure out the mystery song. | | | | 1 |

| MODERATE CONCENTRATION | "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,2B MUS4A SS20C | 5 |

| TRANSITION | None needed | | | | |

| CLOSING ACTIVITY | Rhythm Game | Rhythm strips 1-5 pats | 1. Clap one of the rhythm strips.  
2. Ask individual rows to signal which numbered strip was clapped, then line up. | Practicing reading rhythms | MUS1A | 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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<tr>
<td></td>
<td>Sight Reading</td>
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<td></td>
<td>Repertoire</td>
<td></td>
<td></td>
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<tr>
<td>Tuesday</td>
<td>Warm Ups</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Sight Reading</td>
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<td></td>
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<tr>
<td>Wednesday</td>
<td>Repertoire</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Warm Ups</td>
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<tr>
<td></td>
<td>Sight Reading</td>
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<tr>
<td></td>
<td>Repertoire</td>
<td></td>
<td></td>
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<tr>
<td>Thursday</td>
<td>Warm Ups</td>
<td></td>
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<tr>
<td></td>
<td>Sight Reading</td>
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<tr>
<td></td>
<td>Repertoire</td>
<td></td>
<td></td>
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<tr>
<td>Friday</td>
<td>Warm Ups</td>
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<td></td>
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<tr>
<td></td>
<td>Sight Reading</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Repertoire</td>
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</tbody>
</table>

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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

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>
<td>Warm Ups</td>
<td></td>
<td>Breathing, zing a mama, 5-tone descending scale (vowels)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Sight Reading</td>
<td>Smart Book Ex. 7</td>
<td>Count rhythm, Chant w/ solfege, Sing Ex.</td>
</tr>
<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>
</tr>
<tr>
<td>Wednesday</td>
<td>Warm Ups</td>
<td></td>
<td>Review previous work, start working on “Shout!” on parts</td>
</tr>
<tr>
<td></td>
<td>Sight Reading</td>
<td>Smart Book</td>
<td>Breathing, 5-tone descending on ‘oo’, Interval drills</td>
</tr>
<tr>
<td></td>
<td>Dessert Show Music</td>
<td>Conga Rhythm</td>
<td>Smart Book page 23 – work on audiating before singing through a line</td>
</tr>
<tr>
<td></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>Thursday</td>
<td>Dessert Show Music</td>
<td>Conga Rhythm</td>
<td>Breathing, Sustain ‘oo’ cres/decres, zing-a-mama page 42 – Work in sections to chant solfege and then come back together to sing all together</td>
</tr>
<tr>
<td></td>
<td>Warm Ups</td>
<td></td>
<td>(Conga) Put beginning, chorus, verses and end together,</td>
</tr>
<tr>
<td></td>
<td>Sight Reading</td>
<td>Smart Book Ex. 8</td>
<td>(Rhythm is Gonna Get You) chant rhythms on words, add parts on chorus, start memorizing</td>
</tr>
<tr>
<td></td>
<td>Dessert Show Music</td>
<td>Conga Rhythm</td>
<td>Piece together Sister Act Medley</td>
</tr>
<tr>
<td></td>
<td>Warm Ups</td>
<td></td>
<td>Breathing, Alleluia, staccato tonic ex., 3-part chord drills</td>
</tr>
<tr>
<td></td>
<td>Sight Reading</td>
<td>Smart Book</td>
<td>Study silently, Silent Sing, Chant w/ solfege, Sing Ex.</td>
</tr>
<tr>
<td></td>
<td>Dessert Show Music</td>
<td>Conga Rhythm</td>
<td>(Conga) review all parts, (Rhythm is Gonna Get You) chant rhythm on words and add parts to call/response verses</td>
</tr>
<tr>
<td></td>
<td>Sister Act Medley</td>
<td></td>
<td>Review all parts and start memorizing</td>
</tr>
</tbody>
</table>
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 in APA format 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)

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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.)

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PRACTICE SEGMENTS

Early Practice *(known repertoire in known context)*

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

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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

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READINESS

Before learning syn-CO-pa, students must be able to:

• Distinguish, read, write, and perform \( \frac{3}{4} \) and \( \frac{1}{2} \) rhythms accurately.
• Distinguish, read, write, and perform do re mi sol la do' melodies accurately.

Known vocabulary must include:

<table>
<thead>
<tr>
<th>beat vs rhythm</th>
<th>indiv. eighth notes</th>
<th>long/short</th>
<th>half note</th>
<th>quarter note</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-meter</td>
<td>melody</td>
<td>bar line</td>
<td>pitch</td>
<td>ostinato</td>
</tr>
</tbody>
</table>

PREPARATION SEGMENTS

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

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.”)

Visual:

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

Verbal:

• Instruct the students to chant “short-long-short-long” (\( \frac{3}{4} \)) 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)

PRESENTATION LESSON

Greeting/Greeting Song:

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

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PRACTICE SEGMENTS

Early Practice (known repertoire in known context)
• Use individual packets of rhythm strips, including ♪♫ ♫ ♬ 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

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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

30
ENSEMBLE REHEARSAL LESSON PLAN TEMPLATE
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Name: 

Ensemble: 

Primary Goal:

Secondary Goal:

TEKS to be addressed in this lesson: *(labeled and summarized)*

Materials or Resources: *(all books and recordings cited fully)*

Modification for ELL, gifted and talented, or SpEd:

Lesson Plan Format

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-ups:</td>
<td></td>
</tr>
<tr>
<td>Needed:</td>
<td></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>

Sight-Reading: 

Title of Piece/Exercise #1:

1. Objectives:
2. Process *(could include any of the following)*:
   a. Meter/Rhythm, etc.
   b. Key/Intervals/Accidentals/Melody/Harmony, etc.
   c. Phrasing, dynamics, articulation, balance, etc.
3. Items to anticipate:
4. Assessment *(informal or formal)*:

Rehearsal/Review Previous Assignments: 

Needed:
Title of Piece/Exercise #1:
1. Objectives:
2. Activities/strategies/review:
3. Items to Anticipate:
4. Assessment (informal or formal):

Title of Piece/Exercise #2 (may continue with 3, 4, etc.):

New Skill/Concept (optional):

Closure:

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

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm Up: 8 on a hand exercise on snare drum (1/4 = 70-80)</td>
<td>5 Min.</td>
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<tr>
<td>Accent Tap Exercise (1/4 = 70-80)</td>
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<tr>
<td>Roll Exercise (1/4 = 70-80)</td>
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</tr>
<tr>
<td>(All dynamics, closed and open rolls)</td>
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</tr>
<tr>
<td>Review: Review 4/4 and 2/4 time signatures</td>
<td>10 Min.</td>
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<tr>
<td>Provide exercises demonstrating 4/4 and 2/4 time</td>
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<tr>
<td>Clap and count rhythms out loud</td>
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</tr>
<tr>
<td>Have students play exercises in Common Time involving quarter notes and eighth notes</td>
<td></td>
</tr>
</tbody>
</table>
**Items to Anticipate:** Difficulty reviewing concepts and may take elaborated explanation.

**New Skill/Concept** 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

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Time</th>
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<tbody>
<tr>
<td>Warm-Ups:</td>
<td>7 min.</td>
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</table>

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 (sssfmrdr)
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: 12 min.

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”  
12 min.

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>
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<tbody>
<tr>
<td>Late arrival to school</td>
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<td>Excessive absences from school</td>
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<td>Failure to notify mentor/school prior to absence</td>
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<td>Poor attitude</td>
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<tr>
<td>Poorly prepared for class lesson</td>
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<tr>
<td>Materials not prepared</td>
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<tr>
<td>Showing no initiative to perform task or duty</td>
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<tr>
<td>Inability to prioritize professional practices and responsibilities</td>
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<tr>
<td>Lack of professional appearance</td>
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<tr>
<td>Inappropriate involvement with student/s</td>
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<td>Lack of respect for school policies</td>
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<td>Other as needed</td>
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</tbody>
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Student Name ___________________________ Date ___________________________
School ________________________________ Grade/Subject _______________________
Mentor _________________________________ Liaison _______________________________

Student Signature: _______________________ Date: _________________________
Mentor Signature: _________________________ Date: _________________________
Liaison Signature: _________________________ 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 forms for the informal, mid-term and final evaluations for Student Teaching Field Experiences are on the following pages. ALL ENTITIES will use the same form. Indicate at the top of the form which entity has completed it.

Be very careful to complete every entry on the form! Indicate E, P, and N clearly—do not simply use boldface type.

Student teachers are also asked to complete each evaluation in order to reflect on their own performance.

TOTAL SCORE is a number between 1 and 15.

The evaluations forms need to be signed by all parties, and then uploaded to your student teaching Dropbox.

It is the STUDENT TEACHER’S responsibility to ensure that all evaluations are completed thoroughly and correctly, signed, and uploaded.
Student Teacher Observation Form
Department of Music

Student Teacher: _______________ Date: _______________
Begin Time: _______________ End Time: _______________
School Name: _______________ School District: __________ Grade Level: __________
Mentor Teacher: _______________ University Liaison: _______________
Individual Completing This Form: ______________________________________

Lesson Plan for Today’s Lesson: Presented prior to class beginning: ☐
Lesson complete and accurately presented: ☐
Notebook / Evidence of a collection of previous lesson plans presented: ☐

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<td>4</td>
<td>3</td>
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<td>1</td>
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</tbody>
</table>

Equity in Excellence for All Learners
Models and encourages respect for all students
Promotes development of a positive self-concept in students emphasizing knowledge and skills for a lifetime of music appreciation
Fosters climate and implements curriculum for diverse learners that encourages students to participate in music activities and performance

Comments:

Learner-Centered Knowledge
Exhibits strong working knowledge of content area
Presents information accurately and clearly, and models when appropriate
Organization of a well planned lesson is evident with appropriate materials and equipment ready at the beginning of class

Comments:
## Learner-Centered Communication

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Demonstrates effective oral and written communication, including “teacher voice” when necessary</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates effective and appropriate nonverbal skills, including conducting, hand signs/gestures, and “teacher/conductor look” as needed</td>
</tr>
<tr>
<td>2</td>
<td>Guides students to perform to the best of their abilities and assists students when needed</td>
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<tr>
<td>1</td>
<td>Incorporates questioning techniques that elicit different levels of thinking and participation</td>
</tr>
</tbody>
</table>

### Comments: 


## Learner-Centered Instruction

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Objective and/or Goal of the lesson is stated, displayed and level-appropriate</td>
</tr>
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<td>3</td>
<td>Lesson plan is comprehensive and detailed</td>
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<tr>
<td>2</td>
<td>Lesson presented effectively for students of diverse backgrounds and varied musical abilities</td>
</tr>
<tr>
<td>1</td>
<td>Modifications and accommodations are evident for ELL, ESL, SPED, GT and musically challenged</td>
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<td></td>
<td>Provides encouragement, praise and proper support for all students</td>
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<tr>
<td>4</td>
<td>Uses both individual and group activities, including competitive and non-competitive in positive ways</td>
</tr>
<tr>
<td>3</td>
<td>Appropriate pace and sequencing is evident within the lesson including warm-up and TEKS</td>
</tr>
<tr>
<td>2</td>
<td>Identifies and redirects off-task behavior</td>
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<tr>
<td>1</td>
<td>Classroom management: procedures and routines are evident and effective</td>
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<tr>
<td></td>
<td>Effective use of technology is used to enhance instruction</td>
</tr>
<tr>
<td>4</td>
<td>Authentic evaluation and on-going assessment is in place to give students immediate and specific feedback</td>
</tr>
<tr>
<td>3</td>
<td>Closure of lesson is deliberate with: Summary of Lesson, Preview of Future Lessons &amp; Class Reminders</td>
</tr>
</tbody>
</table>

### Comments: 


## Learner-Centered Professional Development

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Exhibits professionalism</td>
</tr>
<tr>
<td>3</td>
<td>Establishes positive, productive relationships with administration, faculty, staff, parents and students</td>
</tr>
<tr>
<td>2</td>
<td>Engages in reflective analysis and self-evaluation</td>
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<tr>
<td>1</td>
<td>Responds positively to supervision and makes correction(s) for improvement</td>
</tr>
</tbody>
</table>
Comments:

Three commendable aspects of the lesson presentation:

Suggestions on three issues related to the observation:

Debriefing Conference

Resident signature below indicates that s/he has reviewed this completed observation in a debriefing conference with the University Liaison which occurred:

Date: __________ Begin Time: ___________ End Time: __________

Evaluator Signature University Liaison / Mentor Date Resident’s Signature
# Midterm Evaluation of Student Teacher

**INDICATE ONE:** Mentor Teacher  University Liaison  Student Teacher

Please complete EVERY blank below.

<table>
<thead>
<tr>
<th>Resident:</th>
<th>Total Score: (Maximum of 15 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor:</td>
<td>Letter Grade:</td>
</tr>
<tr>
<td>Liaison:</td>
<td>Date of Obs:</td>
</tr>
<tr>
<td>School:</td>
<td>Grade Level Taught:</td>
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<td></td>
<td>Content:</td>
</tr>
</tbody>
</table>

**Rating System:**

- **Maximum points:** Three points for each of the 5 proficiencies for a total of 15 points
- **Minimum points:** One point for each of the 5 proficiencies for a total of 5 points

**3 = Exceptional** - in command of initiative, thought, organization, reflection and implementation of professional choices. Evidence of significant control of own decision-making and learning processes.

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

**1 = Needs improvement** - some lack of initiative, thought, organization, reflection and/or responsibility. Resident lacks awareness in making professional choices. Evidence of little control of own decision-making and learning processes. Does not monitor, adjust or manage without significant intervention. Requires remediation and change by the Resident.

**0 = Unacceptable** - lack of initiative, thought, organization, reflection and/or responsibility. No evidence of control of own decision-making and learning processes. Does not monitor, adjust or manage. Requires immediate remediation and change by the Resident to avoid removal from the program.

**Letter Grade Scale:**

- (A) 15.0, 14.5, 14.0
- (A-) 13.5, 13.0, 12.5
- (B+) 12.0, 11.5, 11.0
- (B) 10.5, 10.0, 9.5
- (B-) 9.0, 8.5, 8.0
- (C+) 7.5, 7.0, 6.5
- (C) 6.0, 5.5, 5.0

Signatures MUST be handwritten. They may NOT be typed.

______________________________  ______________________________
Resident Signature               Mentor Teacher Signature

______________________________
University Liaison Signature

______________________________
Date

MIDTERM EVALUATION OF STUDENT TEACHER

44
**Midterm Evaluation of Student Teacher**

\[ E = \text{Exceptional} \quad P = \text{Proficient} \quad N = \text{Needs Improvement} \]

Please indicate E, P, or N for each box VERY CLEARLY. Do not use boldface.

**Proficiency 1: Equity and Excellence for All Learners**

*The teacher responds appropriately to diverse groups of learners*

**Mastery of indicators for continued growth and success:**

<table>
<thead>
<tr>
<th></th>
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<tbody>
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<tr>
<td>Maintains a supportive environment</td>
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<td>Treats all students with respect and is sensitive to individual differences</td>
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<tr>
<td>Encourages students to respect and appreciate other students’ differences</td>
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<tr>
<td>Promotes development of positive self-concepts in students</td>
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<tr>
<td>Fosters climate of respect/acceptance of others’ ideas</td>
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<tr>
<td>Designs and integrates learning experiences that respect student diversity</td>
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<tr>
<td>Models respect for students</td>
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<td>Establishes climate in which learners work collaboratively</td>
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<tr>
<td>Demonstrates an understanding of and sensitivity to students</td>
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**Rating:**

Type or write 0, 1, 2, or 3 in the Rating box.

Noted strengths and/or areas of concern related to the indicators above:

**Proficiency 2: Learner-Centered Knowledge**

*The teacher possesses and draws on a rich knowledge base of content, pedagogy and technology to provide relevant and meaningful learning experiences for all students.***

**Mastery of indicators for continued growth and success:**

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<tr>
<td>Incorporates effective questioning techniques</td>
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<tr>
<td>Exhibits strong working knowledge of subject matter</td>
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<tr>
<td>Presents information accurately and clearly</td>
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<tr>
<td>Demonstrates knowledge of various effective instructional strategies</td>
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<tr>
<td>Maximizes time available for instruction</td>
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<tr>
<td>Integrates appropriate technology into instruction and planning</td>
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</table>

**Rating:**

Type or write 0, 1, 2, or 3 in the Rating box.
Noted strengths and/or areas of concern related to the indicators above:

Proficiency 3: Learner-Centered Instruction
To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements and assesses instruction using technology and other resources.

Mastery of indicators for continued growth and success:

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<td>E</td>
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<tr>
<td></td>
<td>Fosters an atmosphere of trust in the classroom</td>
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<tr>
<td>E</td>
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<tr>
<td></td>
<td>Thinks critically and is reflective about teaching</td>
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<tr>
<td>E</td>
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<td>Encourages respectful behavior in class and the school environment</td>
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<td>Encourages self-directed learning from students</td>
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<td>E</td>
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<td></td>
<td>Makes instruction relevant to student experiences</td>
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<td>E</td>
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<td></td>
<td>Varies instructional strategies</td>
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<tr>
<td>E</td>
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<td></td>
<td>Engages all students in learning and critical learning</td>
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<td></td>
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</tbody>
</table>

Lesson Plans

- Lesson Plans (Daily & Weekly) consistently submitted every week, correctly and on time
- Notebook with daily notes

**Note:** Without Lesson Plan and Notebook boxes checked, the best score for Proficiency 3 will be 1.5 points.

Rating:  
Type or write 0, 1, 2, or 3 in the Rating box.
Noted strengths and/or areas of concern related to the indicators above:

Proficiency 4: Learner-Centered Communication

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal skills.

Mastery of indicators for continued growth and success:

<table>
<thead>
<tr>
<th></th>
<th>P</th>
<th>N</th>
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</thead>
<tbody>
<tr>
<td>E</td>
<td>Demonstrates effective verbal communication skills</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Demonstrates effective nonverbal communication skills</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Utilizes appropriate tone, volume, facial expressions, and gestures in order to maintain students’ attention and convey material effectively</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Uses correct grammar in writing and speaking</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Communicates effectively as an advocate for all learners</td>
<td></td>
</tr>
</tbody>
</table>

Rating: ____________

Type or write 0, 1, 2, or 3 in the Rating box.

Noted strengths and/or areas of concern related to the indicators above:
Proficiency 5: Learner-Centered Professional Development

Demonstrates professional commitment to education

Mastery of indicators for continued growth and success:

<table>
<thead>
<tr>
<th></th>
<th>E</th>
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<tbody>
<tr>
<td></td>
<td>Demonstrates professional commitment to education</td>
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<td></td>
<td>Exhibits high standards of professional dress and behavior</td>
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<td></td>
<td>Models punctuality and reliability</td>
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<td></td>
<td>Develops positive, productive relationships with colleagues</td>
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<tr>
<td></td>
<td>Seeks continual professional growth</td>
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<td></td>
<td>Note: Without proof of attending at least one professional development session outside of school hours, the best rating for Proficiency 5 will be 1.5 points.</td>
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<td></td>
<td>Demonstrates initiative in performance of duties and responsibilities</td>
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<td></td>
<td>Seeks suggestion for growth; accepts constructive suggestions. Uses reflective analysis in self-evaluation.</td>
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</table>

Rating: 0-3

Type or write 0, 1, 2, or 3 in the Rating box.

Noted strengths and/or areas of concern related to the indicators above:
Final Evaluation of Student Teacher

Please complete EVERY blank below.

Resident: _______________________________ Total Score: __________________
Mentor: _______________________________ Letter Grade: ________________
Liaison: _______________________________ Date of Obs: ________________
School: ________________ Content: ________________ Grade Level Taught: ________________

Rating System:
Maximum points: Three points for each of the 5 proficiencies for a total of 15 points
Minimum points: One point for each of the 5 proficiencies for a total of 5 points

3 = Exceptional - in command of initiative, thought, organization, reflection and implementation of professional choices. Evidence of significant control of own decision-making and learning processes.

2.5

2 = Proficient - functional in terms of initiative, thought, organization, reflection and implementation of professional choices, but in need of instruction. Evidence of some control of own decision-making and learning processes. Monitors, adjusts, and manages with minimal intervention.

1.5

1 = Needs improvement - 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. Does not monitor, adjust or manage without significant intervention. Requires remediation and change by the Resident.

Letter Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>15.0</th>
<th>14.5</th>
<th>14.0</th>
<th>13.5</th>
<th>13.0</th>
<th>12.5</th>
<th>12.0</th>
<th>11.5</th>
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<th>10.5</th>
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<th>9.5</th>
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<th>8.5</th>
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<td>(A)</td>
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<td>12.0</td>
<td>11.5</td>
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<tr>
<td>C+</td>
<td>7.5</td>
<td>7.0</td>
<td>6.5</td>
<td>(C)</td>
<td>6.0</td>
<td>5.5</td>
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</table>

Signatures MUST be handwritten. They may NOT be typed.

Resident Signature ____________________________
Mentor Teacher Signature ____________________________
University Liaison Signature ____________________________
Date ____________________________

FINAL EVALUATION OF STUDENT TEACHER
Final Evaluation of Student Teacher

E = Exceptional  P = Proficient  N = Needs Improvement

Please indicate E, P, or N for each box VERY CLEARLY. Do not use boldface.

Proficiency 1: Equity and Excellence for All Learners
The teacher responds appropriately to diverse groups of learners
Mastery of indicators for continued growth and success:

<table>
<thead>
<tr>
<th>E</th>
<th>P</th>
<th>N</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Maintains a supportive environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Treats all students with respect and is sensitive to individual differences</td>
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<tr>
<td></td>
<td></td>
<td>Encourages students to respect and appreciate other students’ differences</td>
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<td></td>
<td></td>
<td>Promotes development of positive self-concepts in students</td>
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<tr>
<td></td>
<td></td>
<td>Fosters climate of respect/acceptance of others’ ideas</td>
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<tr>
<td></td>
<td></td>
<td>Designs and integrates learning experiences that respect student diversity</td>
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<tr>
<td></td>
<td></td>
<td>Models respect for students</td>
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<td></td>
<td></td>
<td>Establishes climate in which learners work collaboratively</td>
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<tr>
<td></td>
<td></td>
<td>Demonstrates an understanding of and sensitivity to students</td>
</tr>
</tbody>
</table>

Rating: □

Type or write 1, 2, or 3 in the Rating box.

Noted strengths and/or areas of concern related to the indicators above:

Proficiency 2: Learner-Centered Knowledge
The teacher possesses and draws on a rich knowledge base of content, pedagogy and technology to provide relevant and meaningful learning experiences for all students.
Mastery of indicators for continued growth and success:

<table>
<thead>
<tr>
<th>E</th>
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<tr>
<td></td>
<td></td>
<td>Incorporates effective questioning techniques</td>
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<td></td>
<td></td>
<td>Exhibits strong working knowledge of subject matter</td>
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<td></td>
<td></td>
<td>Presents information accurately and clearly</td>
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<td></td>
<td></td>
<td>Demonstrates knowledge of various effective instructional strategies</td>
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<td></td>
<td></td>
<td>Maximizes time available for instruction</td>
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<td></td>
<td></td>
<td>Integrates appropriate technology into instruction and planning</td>
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Rating: □

Type or write 1, 2, or 3 in the Rating box.
Noted strengths and/or areas of concern related to the indicators above:

Proficiency 3: Learner-Centered Instruction
To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements and assesses instruction using technology and other resources.

Mastery of indicators for continued growth and success:

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<tr>
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<tbody>
<tr>
<td>E</td>
<td>Fosters an atmosphere of trust in the classroom</td>
</tr>
<tr>
<td>P</td>
<td>Thinks critically and is reflective about teaching</td>
</tr>
<tr>
<td>N</td>
<td>Encourages respectful behavior in class and the school environment</td>
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<td>E</td>
<td>Encourages self-directed learning from students</td>
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Rating: 

Type or write 1, 2, or 3 in the Rating box.
Noted strengths and/or areas of concern related to the indicators above:

Proficiency 4: Learner-Centered Communication
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Rating: [ ]
Type or write 1, 2, or 3 in the Rating box.

Noted strengths and/or areas of concern related to the indicators above:
### Proficiency 5: Learner-Centered Professional Development

*Demonstrates professional commitment to education*

#### Mastery of indicators for continued growth and success:

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<td>N</td>
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</table>
| E | P | N | Seeks continual professional growth  
**Note:** Without proof of attending at least one professional development session outside of school hours, the best rating for Proficiency 5 will be 1.5 points. |
| E | P | N | Demonstrates initiative in performance of duties and responsibilities |
| E | P | N | Seeks suggestion for growth; accepts constructive suggestions. Uses reflective analysis in self-evaluation. |

**Rating:**

Type or write 1, 2, or 3 in the Rating box.

Noted strengths and/or areas of concern related to the indicators above: