The Teacher Education Field-Based Resident Handbook was developed to assist Student Teachers in understanding their roles and responsibilities 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.
TABLE OF CONTENTS

1  COVER PAGE
2  TABLE OF CONTENTS
3  INTRODUCTION: A BROAD OVERVIEW
5  CONTACT INFORMATION
6  CALENDAR
7  ASSIGNED READING FOR SEMINAR
8  REQUIRED COURSE MATERIALS
9  STUDENT TEACHING ATTENDANCE POLICY
10 UNIVERSITY ATTENDANCE POLICY
12 TAKING THE TExES
14 ADA STATEMENT
15 COURSE DESCRIPTIONS
19 GENERAL TIMETABLE
20 GUIDELINES AND PITFALLS
23 TEXAS ADMINISTRATIVE CODE
26 SIGNATURE PAGE
27 WEEKLY CLASS OUTLINES
28 ELEMENTARY WEEKLY OUTLINE AND EXAMPLE
29 SECONDARY WEEKLY OUTLINE AND EXAMPLE
32 ORIGINAL LESSON PLANS
33 ELEMENTARY LESSON PLAN FORMAT AND EXAMPLE
42 SECONDARY ENSEMBLE REHERSAL PLANS AND EXAMPLES
48 GROWTH PLAN
50 ILT EVALUATION FORMS
64 JOURNAL AND WCO REQUIREMENTS
81 VIDEO OBSERVATION FORM
INTRODUCTION: A BROAD OVERVIEW

This one-semester student teaching program promises to be fast paced, intense, and exceptionally busy. Yet it will be filled with heart-warming experiences that you will remember for a lifetime. It is our plan for you to be very successful in the Teacher Education Program, and the Instruction Leadership Team (mentor teachers, university liaison, and you) will provide the structure to support you in this process.

Everyone will spend eight weeks at the secondary level and eight weeks at the elementary level. You will follow your district’s calendar – NOT the TAMUC calendar. (Refer to page 6 for Seminar, rotation, and other important dates.) You are responsible for attending every activity on the schedule of your cooperating teacher. This includes bus duty, lunch duty, PTA, parent conferences, in-service meetings, and UIL activities.

You will be evaluated formally four times: a secondary placement midterm and final, and an elementary placement midterm and final. You may be evaluated informally, as well.

**Good, open communication is vital for your success.** Please talk openly and honestly with your mentor teachers and university liaison. If you are having problems or concerns, keeping them to yourself will not help provide solutions. When you encounter problems (and there will probably be a few), we want to find solutions that promote success.

**SEMINAR CLASSES**
Also during this time, you will also be taking classes here at the university. Once every two weeks you will be on campus all day for what is referred to as “Seminar.” You will learn things that will help you pass the TExES test: assessment, teaching techniques, working with children with special needs, etc. **DO NOT MISS SEMINAR.**

It is important that you purchase the textbooks and read this handbook carefully. Bring the handbook and your textbooks to the seminars. **You will have weekly assignments and readings from your textbooks.**

**JOURNALS (more information on page 60)**
You will have journal prompts every week. These are to be completed and emailed to the appropriate liaison/s by 11:59 Sunday night. Your journals are a very important communication tool for the university liaisons. Not only do they encourage you to apply what you have been studying in your education courses, discussing in Seminar, and reading in various textbooks, but they encourage you to ponder the relationship between the theories described and what you see happening in your classroom. The journals are the liaisons’ way of connecting with you on what is truly happening in your classroom. Journals are an important part of your grade for Seminar.

You do not have to share the journals with your mentor teachers. They are confidential with your liaison. Please respond to the designated journal questions in order and copy/paste your questions and responses directly onto your email. Also, attach your responses in document form, labeled “Name, Journal #.” Focus on quality and punctuality. **You must email in all journals to Mrs. Meek on time every week to receive credit.**

Students who have delinquent journals will be placed on a Growth Plan and receive a lower grade in Seminar. Students will also receive a lowered grade on their evaluations.

**WEEKLY CLASS OUTLINES (more information on page 60)**
Every week, you will complete and turn in thorough, beautifully written Weekly Class Outlines for every class/grade your mentor teaches. **You must turn in your Weekly Class Outlines to Mrs. Meek on time every week to receive credit.**

**PORTFOLIO**
Toward the end of the semester, you will have a large project due... a portfolio, in the form of a Weebly website. The purpose of the portfolio is to showcase your best work for future prospective employers to view. It will include original lesson plans, your philosophy of education, and video footage of your teaching. You may also include a year-long plan (scope and sequence), classroom resources such as letters to parents, community or students, assessments, classroom rules and procedures, etc. **All of the contents of the portfolio must be original.**

**PREZI PRESENTATION**
Another project you will complete is a Prezi presentation of a subject of your choice. The Prezi should be for use in a public school music classroom. More information and examples will come during Seminar class.

**VIDEO OBSERVATION FORM**
It is important to videotape and critique yourself on a regular basis. You will also need this footage for your electronic portfolio and future job applications. You are required to include one short segment from your elementary site and one from your secondary site in your portfolio. You will complete a Video Observation Form for your elementary site and another for your secondary site, using footage from an entire class period. **See page 84 for more information.**

**PROFESSIONAL DEVELOPMENT (more information on page 20)**
You will be notified about several professional development opportunities throughout the semester. You are expected to attend at least one elementary session, and at least one secondary session. Both should be at least three hours in length. Failure to do so will be reflected on your evaluations. Keep your certificates of completion for your e-portfolio.

**OTHER EXPECTATIONS:**
1. It is mandatory that you join a professional teaching organization or secure insurance from another source. You can get insurance at a student teacher rate from TMEA for $30, plus TMEA dues.

2. Based upon the experience of previous students, it is the recommendation of the SED faculty and the liaisons that students **NOT** work during the student teaching semester. However, if you decide to work, it will be with the **expressed understanding** that job related activities or schedule conflicts will not supersede student teaching assignments, attendance, and other requirements.

3. You are expected to attend summer camps/winter rehearsals and other events for your secondary placement, even if you are assigned to your elementary rotation for the first eight weeks. Your elementary mentor may also host summer/winter events, such as an All-City Choir retreat. You are expected to attend these as well. Contact your mentor before you begin student teaching and ask about any events that occur before the semester begins.

Student teaching is like bungee jumping. When it starts, you step off your comfortable ledge and bounce from low to high, with little control of when you go up or down. Expect to have your heart in your throat. In the end, you will climb back onto your comfortable ledge, knowing that you have just experienced a “rush” that will make you a different person than before you jumped. Relax and enjoy the wonderful ride!
CONTACT INFORMATION
FOR LIAISONS AND SEMINAR INSTRUCTORS

Dr. Mark Reid
Coordinator, Liaison and Seminar Instructor
Office number: 903-886-5534
Home: 903.886.7623
Mark.Reid@tamuc.edu

Susan Bishop
Seminar Instructor
Office Number: 903.217.2216
Cell: 903.217.2216
susan.bishop@tamuc.edu

Darla Meek
Music Education Coordinator, Elementary Music Liaison
Office number: 903.886.5294
Cell phone: 214-236-8071
Darla.Meek@tamuc.edu

John Kline
Secondary Band Liaison
Cell phone: 469-693-5939
band@johnklinemagic.com

Tim Andersen
Secondary Band Liaison
Cell phone: 214-354-4927
tatrumpet@flash.net

Debbie Daniel
Secondary Choral Liaison
Cell phone: 214-908-6787
debbie.daniel@live.com

Jan Baker
Elementary Music Liaison
Cell phone: 972-281-7284
jan-baker@att.net
# 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>
</tr>
<tr>
<td>Monday, November 9</td>
<td>Seminar 7</td>
</tr>
<tr>
<td>Sat., November 14</td>
<td>edcampPalooza UnConference-Commerce ISD</td>
</tr>
<tr>
<td>Nov 30-December 4</td>
<td>Final ILT for SED 405 (Resident Fourth Observation)</td>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>

Seminar classes will meet 9:00 AM to 3:00 PM.
Seminars will include a working lunch. Students should bring a lunch to eat during seminar. Students should not leave the building for lunch.
Seminar Classes meet in Education South 104, unless otherwise noted.
ASSIGNED READING FOR SEMINARS

Seminar 1
Transitioning from Student to Teacher - Kellough, *Your First Year of Teaching*, Pages. 37-45.

Seminar 2

Seminar 3
Student Centered Learning and Best Practices – Kellough, *Your First Year of Teaching*. Pages 11-20, 52-68, 85-88.

Seminar 4

Seminar 5
You, the Professional Educator – “Professionalism in Teaching” Hurst/Reding

Seminar 6
Meeting the Needs of a Diverse Population – Kellough, *Your First Year of Teaching*, Pages 1-9, 32-34, 80-85, and Hadaway, Vardell, &Young, *English Language Learners*.

Seminar 7
Meeting the Needs of Exceptional Students – No reading assignment; Electronic Portfolio due

Seminar 8
Now, What do I do?

Seminar consists of SED 400, 401, 404, 405, and for All-level ElEd 452.

SEMESTER HOURS FOR SEMINAR CLASSES SED 400 / 402 / 404 / 405: SED 400 - three (3) hours, SED 401 - three (3) hours, SED 404 - three (3) hours and SED 405 – three (3) hours. (12 HOURS) Students will receive a grade for each course.

*In order to receive a passing grade for all seminar classes, all assignments MUST be completed; however, only on-time submissions will receive credit.*
REQUIRED COURSE MATERIALS

Textbooks:

OR

Pearson Custom Education SED 300 The Teaching Profession TAMU-Commerce (2010)
SED300 ISBN-13: 978.0.558.60970.2 (used in SED 300)

AND

What Every Teacher Should Know About: English Language Learners.
What Every Teacher Should Know About: Professionalism in Teaching.
What Every Teacher Should Know About: Your First Year of Teaching: Guidelines for Success.
Teacher-Tested Classroom Management Strategies.

Additional materials to be provided by student:
English Language Proficiency Standards.
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
Texas Essential Knowledge and Skills (TEKS) for one of your teaching fields in one course or grade level (you will have to scroll down the page to find the link to your TEKS).
http://www.tea.state.tx.us/index2.aspx?id=6148
Texas Examinations of Educator Standards (TExES) Preparation Manual 160 Pedagogy and Professional Responsibility EC -12 and the manual for your content area (you will have to scroll down the page to find the link to the preparation manuals).
http://texas.ets.org/texas/prepMaterials/
STUDENT TEACHING ATTENDANCE POLICY

Please note that you must be present to complete the in-class assignments and quizzes. Both the bi-weekly seminar class meetings (SED 400/402) and the intern-residency days in the field (SED 404/405) are considered class days.

SEMINAR ATTENDANCE - Because of the length of the Seminar sessions, only one (1) excused absence is allowed for the eight seminar sessions for SED 400/402. If a resident misses more than one (1) seminar class during the semester, he or she is considered at risk and may be placed on a growth plan. Notify any one of the Seminar instructors of your absence immediately by telephone or email. You may also call the main office at 903.886.5537 and leave a message on the morning of Seminar.

Missing more than one Seminar and/or continual tardiness can result in a lowering of your grade, being placed on a growth plan or removal from the program. You have reached a level of professionalism that no longer tolerates a pattern of absences or tardiness. Please maintain your professional status. You are being observed daily and recommendations for employment will follow.

RESIDENCY ATTENDANCE - Only three (3) excused absences are allowed during the entire semester during your field-based student teaching (SED 404/405). Any missed day/s in excess of the three (3) absences will need to be made up during the week prior to Commencement in order to receive a passing grade. Tardiness is not acceptable in the field. You MUST arrive in your classroom on time. Again, your lack of attendance and/or punctuality will result in a poor evaluation, being placed on a growth plan, or removal from the program.

An excused absence is one for which the Resident has the approval of his or her mentor teacher(s), the university instructor, and the university liaison and follows the attendance policy stated in the college catalog and Student Handbook. Approval for absences must be obtained prior to the start of the school day to be missed. If you are ill and will be absent from the field, you must notify your liaison, assigned mentor(s), university instructor, and school prior to the start of the school day.

If the Resident has more than three absences, an ILT meeting will be held to determine the Resident’s status. Residents will be immediately removed from the program for any unexcused absences.
UNIVERSITY ATTENDANCE POLICY

13.99.99. R0.01 Class Attendance
Effective September 1, 1996
Revised July 21, 1998
Supplements System Policy 13.02

1. Students are responsible for learning about and complying with the attendance policy stated in the catalog, Student’s Guidebook, and/or faculty syllabus. Faculty members will provide details on requirements and guidelines for attendance in their classes in their course syllabi.

2. Students are responsible for requesting makeup work when they are absent. They will be permitted to make up work for absences, which are considered by the faculty member to be excusable. The method of making up work shall be determined by the faculty member.

The student is responsible for providing the faculty member reason(s) for his/her absence. The faculty member then determines the validity of the reason(s) for the absence and whether the student is to be excused for the absence. Faculty members may consider the following reasons for absence as excusable:

a. Participation in a required/authorized university activity;
b. Verified illness;
c. Death in a student’s immediate family;
d. Obligation of student at legal proceedings in fulfilling responsibility as a citizen; and
e. Others determined by individual faculty to be excusable (e.g. elective University activities, etc.).

Appeals can be made through normal administrative channels.

3. A record of excused and unexcused absences will be maintained by a faculty member for reference since certain financial assistance and other programs may require attendance records.

4. Students who have failed any part of the Texas Academic Skills Program (TASP) test are required by the State of Texas to attend remediation. The TASP required students who do not attend remediation courses or tutorial sessions will be withdrawn from the university.

5. When requested by the student, teachers will inform the student who has been absent whether makeup work is allowed and whether absences and/or tardies jeopardize the student’s standing in a class.

It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, the faculty member/s will
make a recommendation through the department head to the appropriate college dean that a student be dropped from a class or classes. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending a drop. If approved, the college dean will forward the recommendation to the Records Office.

6. Students who wish to drop a course or withdraw from the university are responsible for initiating this action.

7. If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in “Student’s Appeal of Instructor’s Evaluation” (Procedure A13.06).

References: Prior TAMU-Commerce Policies V C 1.5 and B-19 approved June 1, 1975; revised October 7, 1977, May 12, 1994, January 8, 1996, and July 28, 1998; Procedure A13.02
Taking the TExES Exam

The TExES Exam has two parts: the PPR (Pedagogy and Professional Responsibilities) Exam and the Content Exam. You must take and pass both the Music Content Exam and the PPR to apply for certification to teach in the state of Texas.

You should take the Music Content Exam as late as possible in the semester before you begin student teaching. You may only be approved for one exam at a time. You must PASS the Content Exam before registering for the PPR.

You will need your content area department (e.g. History, Math, PE, Music, etc.) approval to take the Content Exam. The Department’s approval should be forwarded to Deborah Alford in the Education Certification Office in Ed North 202. deborah.alford@tamuc.edu

Information regarding the TExES may be accessed at the following website: http://www.texas.ets.org/texes/ Some content tests are available on the computer. Please check the website for availability.

If you have passed the Music Content Exam, approval to take the PPR Exam will be submitted after the first seminar to the Education Certification Office. You will need to contact Deborah Alford in the Education Certification Office in Ed North 202 if you have difficulties registering for the exam.

Deborah Alford
Telephone 903.468.3082
Email: deborah.alford@tamuc.edu

If you are unsuccessful on the PPR, please contact us immediately and we will assist you in your preparation for the exam. We have someone who will work with you on test taking skills. Typically, this is what a person is lacking when they are unsuccessful. We will also conduct PPR tutorials before/after seminars. We want you to be successful. We work very hard to prepare you and are very proud of the universities very high success rate.

Here is a link to the PPR Preparation Manual that includes the competencies: (PPR) EC-J2 Preparation Manual - ETS - Texas-ets.org

A log outlining your hours of study for the tests will be included in your certification folder.
OFFICIAL PRACTICE OPPORTUNITY for the TExES

The COEHS Mentor Center is currently offering free access to online study guides and practice exams to TExES certification exams:

- PPR (Pedagogy and Professional Responsibilities) EC-12
- ESL (English as a Second Language) Supplemental EC-12
- Bilingual Education Supplemental
- Special Education EC-12
- EC-6 Generalist
- 4-8 Generalist
- 8-12 Mathematics
- 8-12 Social Studies
- 4-8 Math
- 4-8 English Language Arts
- 4-8 Social Studies
- 4-8 Science
- 7-12 Mathematics
- 7-12 Social Studies

You may visit them in Education North 204 or call 903-468-8138 for more information.  
COEHSAdvising@tamuc.edu

The Texas A&M University—Commerce Assessment Office also offers practice exams for the TExES certification exams:

- The Texas A&M-Commerce Assessment Office offers numerous TExES Representative Forms (official practice tests) for $20
- All versions of the PPR are available.
- The tests are five hours long—no exams will be scheduled after 1:00.
- You must have your instructor’s approval before you are allowed to register. Please contact Susan Bishop for approval.
- Mrs. Bishop will then contact Wendy Gruver in the Assessment Office.
- Your test results will come to Mrs. Bishop which she will submit to you.

Study Guides and Resources

- [www.texas.ets.org](http://www.texas.ets.org) (Preparation Materials)
- Texas A&M University-Commerce Mentor Center – Online Representative Exam 903-468-3144*
- [http://tap.tarleton.edu/pact/](http://tap.tarleton.edu/pact/)
- [http://pact.tarleton.edu/tcert/](http://pact.tarleton.edu/tcert/)
- TExES study guides in A&M-Commerce Library
- Region 10 Study Sessions: [http://www.region10.org/TPC/TExESSStudySessions.html](http://www.region10.org/TPC/TExESSStudySessions.html)
- PACT—Pre-Admission Content Tests [http://cms.texas-ets.org/epp/epppact/](http://cms.texas-ets.org/epp/epppact/)
ADA STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
Student Disability Resources & Services

STUDENT CONDUCT

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from the Texas A&M University—Commerce Student Guide Handbook).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.
COURSE DESCRIPTION
This integrated curriculum course parallels the residency experience within the student teaching semester and emphasizes instructional design, instructional delivery, assessment, management strategies, professional development and instructional technology. University faculty will be responsible primarily for establishing the theoretical foundations and mentor teachers will assist the Intern in translating educational theory into actual classroom practices. Mentor teachers and university faculty will comprise a collaborative team who will guide the Intern. An overview of all competencies for the TExES PPR will be covered.

COURSE REQUIREMENTS
Instructional/Methods/Activities Assessments: Details provided separately during early seminar sessions.

1. Seminar attendance/professionalism
2. Journals 1-8 electronically submitted and meeting the criteria as indicated in the Student Handbook.
3. Teacher Inquiry Project (Project Description to be presented during Seminar)
4. Prezi Presentation: (Project Description to be presented during Seminar)
5. Midterm Exam
6. Seminar assignments that correspond with reading and activities of the seminar meetings

GRADING
A semester letter grade is earned based on the total points earned throughout the semester for the components of the class. The total points are then applied to a percentage system:
A = 90 – 100 %  
B = 80 - 89 %  
C = 70 - 79 %  
D = 60-69 %  
F =59 % or below

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<th>Points Possible</th>
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<td>Attendance/Professionalism (4 seminars)</td>
<td>200 each</td>
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<td>Journals 1-8 &amp; responses posted to eCollege</td>
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<tr>
<td>Seminar Assignments (as assigned)</td>
<td>60 each</td>
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<tr>
<td>Teacher Inquiry Project</td>
<td>800 each</td>
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<tr>
<td>Prezi Presentation</td>
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<td>Prezi Checkpoint Presentation</td>
<td>500 (1)</td>
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<td>Prezi Final Presentation</td>
<td>1500 (2)</td>
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<td>Mid-Term Examination</td>
<td>1200</td>
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<td></td>
<td>5840 Possible Points</td>
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(SEE COURSE SYLLABUS FOR MORE INFORMATION)
SED 401
Technology Infused Curriculum and Assessment in Field-Based Environments

COURSE DESCRIPTION
This integrated curriculum course parallels the residency experience within the student teaching semester and emphasizes instructional design, instructional delivery, assessment, management strategies, professional development and instructional technology. University faculty will be responsible primarily for establishing the theoretical foundations and mentor teachers will assist the Resident in translating educational theory into actual classroom practices. Mentor teachers and university faculty will comprise a collaborative team who will guide the Resident. An overview of all competencies for the TExES PPR will be covered.

COURSE REQUIREMENTS
Instructional/Methods/Activities Assessments: Details provided separately during early seminar sessions.

1. Seminar Attendance/Professionalism
2. Journals 10 – 15 electronically submitted and meeting the criteria as indicated in the Student Handbook.
3. Weebly Portfolio Website
4. Final Exam
5. Seminar assignments that correspond with reading and activities of the seminar meetings

GRADING
A semester letter grade is earned based on the total points earned throughout the semester for the components of the class. The total points are then applied to a percentage system:
A = 90 – 100 %  
B = 80 - 89 %  
C = 70 - 79 %  
D = 60-69 %  
F = 59 % or below

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<th>Components</th>
<th>Points Possible</th>
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<tr>
<td>Attendance/Professionalism (4 seminars)</td>
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<td>Journals 9 – 15 &amp; responses posted to eCollege100each</td>
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<tr>
<td>Seminar Assignments (as assigned)</td>
<td>50 each</td>
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<td>Weebly Portfolio Wedbsite</td>
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<tr>
<td>Weebly Introduction</td>
<td>500 (1)</td>
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<tr>
<td>Weebly Final</td>
<td>1500 (2)</td>
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<td>Final Examination</td>
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(SEE COURSE SYLLABUS FOR MORE INFORMATION)
SED 404/405 AND ELED 452 FOR ALL-LEVEL
INTERNSHIP AND RESIDENCY IN THE PUBLIC SCHOOLS
IN SECONDARY TEACHING/CLASSROOM MANAGEMENT IN PLURALISTIC FIELD-BASED
ENVIRONMENTS

COURSE DESCRIPTION
These integrated curriculum courses parallel the student teaching semester and emphasize knowledge and skills required by educators to facilitate their management of the students and the learning environment. Topics include classroom management, discipline theories, and the use of routines and procedures. University faculty will be responsible primarily for establishing the theoretical foundations and mentor teachers will assist the Resident in translating educational theory into actual classroom practices. Mentor teachers and university faculty will comprise a collaborative team who will guide the Resident. An overview of all competencies for the TExES PPR will be covered.


SELECTED COURSE REQUIREMENTS

SED 404 – Field Assignment
1. Mentor Contact Information Google Online Form: To verify Mentor receiving the Mentor Handbook by completing and submitting the form. (More information to follow via e-mail to Intern and Mentor)
3. Mid-term Internship Instructional Leadership Team (ILT) Evaluation and Final Internship Instructional Leadership Team (ILT).

Grading
A semester letter grade is earned based on the total points earned throughout the semester for the components of the class. The total points are then applied to a percentage system:
A = 90 – 100 %   B = 80 - 89 %   C = 70 - 79 %   D = 60-69 %   F = 59 % or below

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<tbody>
<tr>
<td>Total Points Possible</td>
<td>30 (15 per ILT evaluation)</td>
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The Mentor Teacher and Liaison’s grades will be combined and average to determine grade.
Mentor Teacher Grade = 2/3   Liaison Grade = 1/3
SED 405 – Field Assignment
1. Mentor Contact Information Google Online Form: To verify Mentor receiving the Mentor Handbook by completing and submitting the form. (More information to follow via e-mail to Intern and Mentor)
3. Mid-term Internship Instructional Leadership Team (ILT) Evaluation and Final Internship Instructional Leadership Team (ILT).

Grading
A semester letter grade is earned based on the total points earned throughout the semester for the components of the class. The total points are then applied to a percentage system:

- A = 90 – 100 %
- B = 80 - 89 %
- C = 70 - 79 %
- D = 60-69 %
- F =59 % or below

<table>
<thead>
<tr>
<th>Components</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Points Possible</td>
<td>30 (15 per ILT evaluation)</td>
</tr>
</tbody>
</table>

The Mentor Teacher and Liaison’s grades will be combined and average to determine grade.

Mentor Teacher Grade = 2/3
Liaison Grade = 1/3

EIEd 452 – Field Assignment
All-level certification areas require placements in a 6th grade and under general music classroom as well as a secondary classroom. This involves the following content areas: Art, Health, Music, Physical Education, and Special Education. You will spend half of your semester at the upper grade level and half of the semester at the lower grade level in order to meet the state certification requirement.

Grading
Final evaluation forms that are completed by mentors and liaisons for SED 405/EIEd 452 include a grade for that course (automatically calculated by the computer). Mentor and liaison grades will be averaged to determine each student’s final grade (mentor grades should weigh 2/3; liaison grades should weigh 1/3).

(SEE COURSE SYLLABI FOR MORE INFORMATION)
GENERAL TIMETABLE

Week 1: Orientation

- Read through the student teacher handbook with your mentor teacher.
- Begin learning the students’ names. This is one of your most important classroom management tools.
- Meet school staff, review school policies and the classroom management plan.
- Record upcoming events throughout the semester.
- Observe your mentor, taking detailed notes on specific details such as instructional techniques, management techniques, conducting techniques, warm-up activities, tuning procedures, and closure.
- Meet with your mentor teacher DAILY to discuss observations, ask questions, and plan for future lessons.
- Begin brief teaching episodes, such as warm-ups in secondary settings, or teaching one activity in elementary general music classes.

Weeks 2-3: Induction

- Begin small teaching tasks (e.g., leading warm-ups, sectionals, teaching one activity)
- Gradually take on more and more responsibilities – one grade level or ensemble at a time.
- Obtain DAILY verbal and written feedback from your cooperating teachers.
- Videotape teaching segments and view them.
- Sit down with your mentor every week to plan for the following week. Fill out the Weekly Class Outlines together.

Remaining Weeks: Assumption

- Begin teaching entire classes and refine lesson planning.
- Complete Weekly Class Outlines on your own, with mentor help as needed.
- Assume ALL of the mentor’s responsibilities: parent conferences, meetings, duties, etc.
- Continue videotaping. Complete VIDEO EVALUATION FORM.
GUIDELINES AND PITFALLS FOR STUDENT TEACHERS

GUIDELINES:

• As a student intern assigned to a school, you must meet the obligations outlined by that school’s calendar—in other words, when they are in session, you must be at school unless you have other TAMUC obligations. Call mentor, liaison, and your designated seminar instructor before the school day begins if you are unable to attend.

• Music education student teachers are expected to participate in pre- and post-semester opportunities whenever reasonable and possible (i.e. summer band, planning sessions, etc.)

• Get your personal circumstances in order. Make arrangements for comfortable accommodations and reliable transportation.

• Always make sure you have adequate rest (sleep) and food. Get a flu shot!

• Dress professionally! Adhere to the school’s code regarding the visibility of tattoos, body piercings, and hair length. Teaching is a very conservative profession. Purchase clothing that covers you completely. Some districts have rules about footwear, shoulder-baring, or leg coverings. If does not matter if other teachers dress in a less-than-professional manner—YOU need to display high standards for personal appearance.

• On your first day of student teaching introduce yourself to the principal and vice principal(s), school secretary, attendance clerk, and other members of the music faculty. Get a parking pass and campus ID if required.

• Learn names of students immediately and work with students on a one-to-one basis as soon as possible. This should be a top priority your first week.

• You should engage in real teaching activities as much as possible. This engagement can be in the form of teaching private lessons or conducting warm-ups, sight-reading exercises, sectionals, after-school or before-school rehearsals, etc. We do not recommend that you devote a significant amount of time to observation. You have done plenty of observation and you are ready to teach.

• Show initiative in sharing the responsibility of teaching students.

• Assume routine duties such as checking attendance, grading papers, organizing the room, and making copies of classroom materials.

• Teach one-on-one with a student who is having problems learning, or students who have been absent.

• Assist mentor in planning and talk regularly about the curriculum.

• At the elementary level, begin teaching by repeating lessons already taught by your mentor. Expect to teach lessons you plan cooperatively with your mentor as soon as possible, and finally, lessons you construct yourself.

• Accept and react to directions from mentors, administrative personnel, and university liaison at all times in order to learn from experienced professionals, enhance professional growth, and support the district in which you were placed. Develop a positive relationship with your mentors and university liaison. Keep open lines of communication.
• Invest extra time at and away from your field placement in order to complete planning, preparation, grading, and other tasks necessary to support your schedule of classes.
• Ask if you can teach a piece of music from the beginning to an ensemble. You may not be serving at that site when the piece is performed, but it would be good to have something that is your assigned piece while you are there. We strongly suggest you arrange to return and conduct the assigned piece and/or other selections on a concert, if possible, as long as doing so does interfere with your responsibilities at your current site.
• Teaching involves much more than mere instruction in class or rehearsal. Help with filing music, managing equipment, or running errands; go to faculty meetings and eat lunch with other faculty; attend other school events. You should take advantage of this time and get all you can get from the experience.
• All of your efforts, energy, and time must be dedicated to student teaching for the next 16 weeks. Do whatever your mentoring teacher asks with a smile on your face. In fact, never say “No, I can’t do that,” or “I have something else planned.” Remember, your mentoring teachers provide important recommendations when you begin to apply for jobs.
• Get involved in TMEA meetings and events. You should be visible and available at all of these activities. Your mentoring teacher can help you with these dates. Go to the Region (3, 4, 20 or 25) UIL website (uilregion3music.net) to get dates. TMEA and UIL work very closely together. They are the most important and active professional organizations you will encounter as a teacher in Texas.
• You are expected to attend area workshops and conferences for professional development, OUTSIDE OF SCHOOL HOURS. This is what good teachers do. Your attendance at such events will be reflected in your evaluations. You must show proof of attendance. This could be a certificate of participation given at the end of a workshop. For a conference such as TMEA, a handout with your personal notes showing active participation for the length of the session would be expected. At least three hours of elementary professional development and three hours of secondary professional development are required.
• Remind your mentoring teacher that there is a midterm evaluation that he/she should complete when you are halfway through the eight weeks. There is also a final evaluation that must be completed at the end of the 8 weeks. It is your responsibility to remind him/her to complete these forms. This will make up 2/3 of your grade.
• The secondary liaison will observe you teach at least two times during your 8 weeks at the secondary level, and the elementary liaison will observe you at least two times during your 8 weeks at the elementary level. Provide a copy of the lesson plan, music, and other class materials for the observer. After the lesson, set aside 30 minutes to discuss the lesson with the observer.
• Obtain the required signed permission forms to videotape examples of your teaching and conducting and to record an audio CD of a performance you conducted. You will need this for your electronic portfolio and future job applications. You are required to include one segment from your elementary site and one from your secondary site in your portfolio.
PITFALLS:

- Doing homework, reading, texting, or sleeping while the mentor teacher is teaching, or any time you are on-duty with children, such as after-school duty.
- Talking about teachers or students to others.
- Gossiping and participating in school politics.
- Failing to take responsibility for yourself and blaming others for what you do wrong.
- Tardiness and/or unexcused absences from your field assignment and your university classes.
- Inappropriate dress, language, and use of sarcasm.
- Failure to establish good communication with mentors and liaison.
- Being too friendly and personally involved with students.
Texas Administrative Code

TITLE 19
PART 7
CHAPTER 247
RULE §247.1

STUDENT TEACHER HANDBOOK 23

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

(b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

(c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

(d) As provided in §249.5 of this title (relating to Purpose), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

(1) to protect the safety and welfare of Texas schoolchildren and school personnel;
(2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
(3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

(e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Abuse--Includes the following acts or omissions:

(A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
(C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or

(D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

(2) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.

(3) Code of Ethics--The Educators' Code of Ethics codified in this chapter.

(4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

(5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

(6) Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.

(7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

(8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

(9) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal Convictions for a Certificate under Texas Occupations Code, Chapter 53), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

(10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.

(11) Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the
nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.

(12) Minor--A person under 18 years of age.

(13) Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal Convictions for a Certificate under Texas Occupations Code, Chapter 53); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

(14) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

(15) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or the result will occur.

(16) Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

(17) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.

(18) State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

(19) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

(20) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(21) Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

Source Note: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 19, 2011, 36 TexReg 8530
Signature Page
(Return this page to the teacher certification office)

CODE OF ETHICS

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatments to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators’ Code of Ethics TAC 247.2, and shall abide by all enforceable standards of this rule.

____________________________________________  Date

Educator Candidate’s Signature

FERPA

I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” 20 USC 123g; 34 CFR §99; commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internship.

I hereby affirm that I have read and thoroughly understand the FERPA and shall abide by all enforceable standards of this rule.

____________________________________________  Date

Educator Candidate’s Signature

HANDBOOK

(Handbook available on certification web site)

I hereby affirm that I have read and thoroughly understand the Supervisor Handbook and shall abide by all enforceable standards outlined in the handbook.

____________________________________________  Date

Educator Candidate’s Signature
WEEKLY CLASS OUTLINES

- ALL music education student teachers are **required** to use the same weekly class outline when developing lesson plans. There is an elementary level form and a secondary level form.
- While one may not use such a formal lesson plan after years of teaching, this method will enable the resident to plan a well-developed lesson as a beginning teacher.
- You are expected to sit down with your mentor each week and plan the following week’s lessons/rehearsals. After a few weeks, you will plan by yourself.
- The class outline is meant to be flexible. It is a tool to keep you on track so that you can structure an effective lesson.
- Send in a weekly outline to Mrs. Meek (and your secondary liaison, when you are at your secondary site) for each grade level (elem) or class (sec) **every week**. Put all the weekly outlines for one week into a FOLDER. The name of the folder should be: LAST NAME, WCO, Week # (example: JOHNSON WCO, Week 1)
- Though you will turn in these Weekly Class Outlines to your mentor by Friday the week before they are taught, you will email them to Ms. Meek by the Sunday before they are taught, along with your journal.
- If you teach six grade levels, put all six weekly outlines in a folder, label it correctly, and send it to your liaisons. If you are at your elementary site, you do **NOT** need to send your journals or Weekly Class Outlines (WCOs) to your secondary liaison.
- Any activities **YOU YOURSELF** teach the students should be typed in a red font. To clarify, if you are in your elementary rotation, you will send in a weekly plan for EACH grade level at your school, with activities **YOU** are teaching in red. If you are in your secondary rotation, you must turn in a rehearsal plan for EACH CLASS, with the portions you teach in red.
- **All four of these templates (the two weekly outlines and the two lesson plan formats) will be emailed to you 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](http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/music/elementaryMusicEducation/studentResources.aspx)
- Following, you will find the templates for the Formal Lesson Plan and Weekly Outline.
# 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 SONG</td>
<td>(welcomes students to class and focuses minds for learning)</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>
<td>HIGH CONCENTRATION</td>
<td>(derive or present new concept, heavy practice)</td>
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<td>TRANSITION</td>
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<tr>
<td>RELATED/RELAXED</td>
<td>(game, movement, or listening)</td>
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<td>TRANSITION</td>
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<tr>
<td>MODERATE CONCENTRATION</td>
<td>(examples: learning new song, practicing new skill, assessing)</td>
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<tr>
<td>CLOSING ACTIVITY</td>
<td>(provides reflection/practice for the lesson, leaves students with a positive feeling)</td>
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</tbody>
</table>
**TEACHER NAME:** Ima Teacher  
**GRADE LEVEL:** 4  
**WEEK OF APRIL 2-6**  

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

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<tr>
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<th>TEKS</th>
<th>EST TIME</th>
</tr>
</thead>
</table>
| **WELCOME/GATHERING SONG**  
(awakens students to class and focuses minds for learning) | "Good Morning!"  
none | 1. Sing song, inviting children to join as they are able. | Singing voices  
AB form  
Body percussion | MUS2A | 3 |
| **WARM-UP ACTIVITY**  
[known activity for setting up this lesson or an upcoming concept] | "Dumplin’ t"  
Toya puppet  
YouTube video | 1. Tell story, inserting song.  
2. Play game.  
3. Show video of Jamaican girl singing song. | Preparing syn-MENTO  
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, putting the steady beat. | | | | 1 |
| **FAMILIAR ACTIVITY**  
[call attention to previous lesson] | "Hill and Gully Rider"  
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 rhythm pattern | Preparing syn-MENTO  
Jamaican Mento music | MUS1A  
MUS2A,2B  
SS2A  
SS2A  
SS2A,C  
PE1,4 | 7 |
| **TRANSITION** | Instruct students to chant "hill and gully, red" 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**  
[derive or present new concept, heavy practice] | "Come Play the Drum"  
Ppt of text  
Solfege ladder  
Ppt of mystery song | 1. Review the chant.  
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!")  
Presenting syn-CO-pa  
Canon | MUS1B  
MUS2A  
MUS3A  
MATH | | 10 |
| **TRANSITION** | 1. 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 am I?)  
2. Play "Follow My Finger" with solfege ladder (dms, d’ms, smds, etc).  
3. Tap the rhythm of the song on the solfege ladder. Children audiate. | | | MUS1B  
MUS3A | 4 |
| **RELATED/ RELAXED**  
[game, movement, or listening] | "Redin’ in a Buggy"  
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  
PE1,4  
SS20C | 5 |
| **TRANSITION** | Display syn-CO-pa till tilt toe—. Have students figure out the mystery song. | | | | 1 |
| **MODERATE CONCENTRATION**  
[examples: learning new song, practicing new skill, assessing] | "Somebody’s Knocking at Your Door"  
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**  
[provide reflection/practice for the lesson, leaves students with a positive feeling] | Rhythm Game  
Rhythm strips 1-5 ppt | 1. Clap one of the rhythm strips.  
2. Ask individual rows to signal which numbered strip was clapped, 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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<tr>
<td></td>
<td>Sight Reading</td>
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<tr>
<td></td>
<td>Repertoire</td>
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<tr>
<td>Tuesday</td>
<td>Warm Ups</td>
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<td>Sight Reading</td>
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<td>Repertoire</td>
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<td>Repertoire</td>
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<td>Warm Ups</td>
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<td>Thursday</td>
<td>Warm Ups</td>
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<td>Sight Reading</td>
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<td>Friday</td>
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<td>Repertoire</td>
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</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

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></td>
<td>Sister Act Medley</td>
<td>Review beginning learned last week, start on parts on “I Will Follow Him”</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Warm Ups</td>
<td></td>
<td>Breathing, zing a mama, 5-tone descending scale (vowels)</td>
</tr>
<tr>
<td></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>
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<tr>
<td></td>
<td></td>
<td>Sister Act Medley</td>
<td>Review previous work, start working on “Shout!” on parts</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Warm Ups</td>
<td></td>
<td>Breathing, 5-tone descending on ‘oo’, Interval drills</td>
</tr>
<tr>
<td></td>
<td>Sight Reading</td>
<td>Smart Book</td>
<td>Smart Book page 23 – work on audiating before singing through a line</td>
</tr>
<tr>
<td></td>
<td>Dessert Show Music</td>
<td>Conga Rhythm</td>
<td>Review previous day’s work on parts, add call and response on verses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sister Act Medley</td>
<td>Continue to work on parts on “Shout!”</td>
</tr>
<tr>
<td></td>
<td>Warm Ups</td>
<td></td>
<td>Breathing, Sustain ‘oo’ cres/decres, zing-a-mama</td>
</tr>
<tr>
<td></td>
<td>Sight Reading</td>
<td>Smart Book</td>
<td>page 42 – Work in sections to chant solfege and then come back together to sing all together</td>
</tr>
<tr>
<td>Thursday</td>
<td>Dessert Show Music</td>
<td>Conga Rhythm</td>
<td>(Conga) Put beginning, chorus, verses and end together,</td>
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<tr>
<td></td>
<td></td>
<td>Sister Act Medley</td>
<td>(Rhythm is Gonna Get You) chant rhythms on words, add parts on chorus,</td>
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<td></td>
<td></td>
<td></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 Ex. 8</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></td>
<td>Sister Act Medley</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)*
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
Comprehension
Application
Analysis
Synthesis
Evaluation

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

Classroom Strategies:
Cooperative Groups
Technology
Simulation
Charts/Graphs/Maps
Hands-On
Whole-group
Pairing
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 \( \frac{3}{8} \) and \( \frac{1}{4} \) rhythms accurately.

• Distinguish, read, write, and perform \( do \ re \ mi \ sol \ la \ do' \) melodies accurately.

**Known vocabulary must include:**
- beat vs rhythm
- indiv. eighth notes
- long/short
- half note
- quarter note
- 4-meter
- melody
- bar line
- pitch
- ostinato

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**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-long” (\( \frac{3}{8} \)) 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)

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**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-CA-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
# ENSEMBLE REHEARSAL LESSON PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date of Lesson:</th>
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<tbody>
<tr>
<td>Ensemble:</td>
<td></td>
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</tbody>
</table>

**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

### Procedures

**Time**

#### Warm-ups:

- **Needed:**
  1. Exercise #1:
     - a. Objectives:
     - b. Assessment *(informal or formal):*
  2. Exercise #2 *(may continue with 3, 4, etc.):*

#### Sight-Reading:

- **Needed:**
  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):

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

Closure:

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)
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Name: Peter Percussionist
Date of Lesson: Sept. 6, 2014

Ensemble: Beginning Percussion

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:**
- 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.

![Rhythms](image)

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Ups:</td>
<td></td>
</tr>
<tr>
<td>Breathing Exercise (in, suspend, out)</td>
<td>7 min.</td>
</tr>
<tr>
<td>Objective: Become aware of body when using correct breathing technique and extend breath support</td>
<td></td>
</tr>
<tr>
<td>Assessment: watch for proper inhalation and listen for correct use of breath</td>
<td></td>
</tr>
<tr>
<td>Zu-a-zu-a-zu (dmrfmssfmrdd)</td>
<td></td>
</tr>
<tr>
<td>Objective: Warm up voice using tall vowels and connected air between consonants</td>
<td></td>
</tr>
<tr>
<td>Assessment: Watch for participation and listen for desired phrasing and vowel shape</td>
<td></td>
</tr>
</tbody>
</table>
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
   - sì-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”

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:**
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>
<td></td>
</tr>
<tr>
<td>Excessive absences from school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to notify mentor/school prior to absence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poorly prepared for class lesson</td>
<td></td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>Inability to prioritize professional practices and responsibilities</td>
<td></td>
<td></td>
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<tr>
<td>Lack of professional appearance</td>
<td></td>
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<td>----------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Inappropriate involvement with student/s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of respect for school policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other as needed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 Observation Form**

| 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: [ ]

## Equity in Excellence for All Learners

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Models and encourages respect for all students</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Promotes development of a positive self-concept in students emphasizing knowledge and skills for a lifetime of music appreciation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Fosters climate and implements curriculum for diverse learners that encourages students to participate in music activities and performance</td>
<td></td>
</tr>
</tbody>
</table>

## Learner-Centered Knowledge

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Exhibits strong working knowledge of content area</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Presents information accurately and clearly, and models when appropriate</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Organization of a well planned lesson is evident with appropriate materials and equipment ready at the beginning of class</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- 4: Exceptional Level of Performance
- 3: Proficient Level of Performance
- 2: Acceptable Level of Performance
- 1: Unsatisfactory Level of Performance
- N: Not Applicable
<table>
<thead>
<tr>
<th></th>
<th>Learner-Centered Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 3 2 1 N</td>
<td>Demonstrates effective oral and written communication, including “teacher voice” when necessary</td>
</tr>
<tr>
<td>4 3 2 1 N</td>
<td>Demonstrates effective and appropriate nonverbal skills, including conducting, hand signs/gestures, and “teacher/conductor look” as needed</td>
</tr>
<tr>
<td>4 3 2 1 N</td>
<td>Guides students to perform to the best of their abilities and assists students when needed</td>
</tr>
<tr>
<td>4 3 2 1 N</td>
<td>Incorporates questioning techniques that elicit different levels of thinking and participation</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Learner-Centered Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 3 2 1 N</td>
<td>Exhibits professionalism</td>
</tr>
<tr>
<td>4 3 2 1 N</td>
<td>Establishes positive, productive relationships with administration, faculty, staff, parents and students</td>
</tr>
<tr>
<td>4 3 2 1 N</td>
<td>Engages in reflective analysis and self-evaluation</td>
</tr>
<tr>
<td>4 3 2 1 N</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

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 = 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
(B+) 12.0, 11.5, 11.0
(C+) 7.5, 7.0, 6.5

(A-) 13.5, 13.0, 12.5
(B) 10.5, 10.0, 9.5
(C) 6.0, 5.5, 5.0

(B-) 9.0, 8.5, 8.0

Signatures MUST be handwritten. They may NOT be typed.

___________________________________  ___________________________
Resident Signature  Mentor Teacher Signature

___________________________________  ___________________________
University Liaison Signature  Date

MIDTERM EVALUATION OF STUDENT TEACHER

STUDENT TEACHER HANDBOOK  54
Midterm Evaluation of Student Teacher

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>
<th></th>
<th></th>
<th>Maintains a supportive environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td>Treats all students with respect and is sensitive to individual differences</td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td>Encourages students to respect and appreciate other students’ differences</td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td>Promotes development of positive self-concepts in students</td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td>Fosters climate of respect/acceptance of others’ ideas</td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td>Designs and integrates learning experiences that respect student diversity</td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td>Models respect for students</td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td>Establishes climate in which learners work collaboratively</td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td>Demonstrates an understanding of and sensitivity to students</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 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></th>
<th></th>
<th></th>
<th>Incorporates effective questioning techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td>Exhibits strong working knowledge of subject matter</td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td>Presents information accurately and clearly</td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td>Demonstrates knowledge of various effective instructional strategies</td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td>Maximizes time available for instruction</td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
<td>Integrates appropriate technology into instruction and planning</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 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:

<table>
<thead>
<tr>
<th>E</th>
<th>P</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fosters an atmosphere of trust in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinks critically and is reflective about teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages respectful behavior in class and the school environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages self-directed learning from students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes instruction relevant to student experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varies instructional strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages all students in learning and critical learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapts instruction to meet the needs of diverse abilities in students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses assessment as a tool to guide learning and assess student progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans effective instruction for individuals and groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes appropriate pace, materials, technology, activities and space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates ability to effectively teach individuals and groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective classroom management skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes a clear discipline management plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective classroom discipline techniques</td>
<td></td>
<td></td>
</tr>
</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.

MIDTERM EVALUATION OF STUDENT TEACHER 3
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>
</tr>
</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:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>Demonstrates professional commitment to education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits high standards of professional dress and behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models punctuality and reliability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops positive, productive relationships with colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks continual professional growth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>Demonstrates initiative in performance of duties and responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks suggestion for growth; accepts constructive suggestions. Uses reflective analysis in self-evaluation.</td>
<td></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:**

---

**MIDTERM EVALUATION OF STUDENT TEACHER**

---
Final Evaluation of Student Teacher

Please complete EVERY blank below.

<table>
<thead>
<tr>
<th>Resident:</th>
<th>Mentor:</th>
<th>University Liaison</th>
<th>Student Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Maximum of 15 points]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter Grade:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of Obs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level Taught:</td>
<td></td>
<td></td>
<td></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.**

<table>
<thead>
<tr>
<th>Resident Signature</th>
<th>Mentor Teacher Signature</th>
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<thead>
<tr>
<th>University Liaison Signature</th>
<th>Date</th>
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**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></th>
<th>E</th>
<th>P</th>
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<tbody>
<tr>
<td></td>
<td>Maintains a supportive environment</td>
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<td></td>
<td>Treats all students with respect and is sensitive to individual differences</td>
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<tr>
<td></td>
<td>Encourages students to respect and appreciate other students’ differences</td>
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<td></td>
<td>Promotes development of positive self-concepts in students</td>
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<td></td>
<td>Fosters climate of respect/acceptance of others’ ideas</td>
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<td></td>
<td>Designs and integrates learning experiences that respect student diversity</td>
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<tr>
<td></td>
<td>Models respect for students</td>
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<td></td>
<td>Establishes climate in which learners work collaboratively</td>
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<tr>
<td></td>
<td>Demonstrates an understanding of and sensitivity to students</td>
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</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 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>
<th></th>
<th>E</th>
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<tbody>
<tr>
<td></td>
<td>Incorporates effective questioning techniques</td>
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<tr>
<td></td>
<td>Exhibits strong working knowledge of subject matter</td>
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<td></td>
<td>Presents information accurately and clearly</td>
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<td></td>
<td>Demonstrates knowledge of various effective instructional strategies</td>
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<td></td>
<td>Maximizes time available for instruction</td>
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<tr>
<td></td>
<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.]

FINAL EVALUATION OF STUDENT TEACHER
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:

<table>
<thead>
<tr>
<th>E</th>
<th>P</th>
<th>N</th>
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</thead>
<tbody>
<tr>
<td>Fosters an atmosphere of trust in the classroom</td>
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<tr>
<td>Thinks critically and is reflective about teaching</td>
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<tr>
<td>Encourages respectful behavior in class and the school environment</td>
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<tr>
<td>Encourages self-directed learning from students</td>
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<tr>
<td>Makes instruction relevant to student experiences</td>
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<tr>
<td>Varies instructional strategies</td>
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<tr>
<td>Engages all students in learning and critical learning</td>
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<tr>
<td>Adapts instruction to meet the needs of diverse abilities in students</td>
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<tr>
<td>Uses assessment as a tool to guide learning and assess student progress</td>
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<tr>
<td>Plans effective instruction for individuals and groups</td>
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<tr>
<td>Utilizes appropriate pace, materials, technology, activities and space</td>
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<tr>
<td>Demonstrates ability to effectively teach individuals and groups</td>
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<tr>
<td>Demonstrates effective classroom management skills</td>
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<tr>
<td>Establishes a clear discipline management plan</td>
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<tr>
<td>Demonstrates effective classroom discipline techniques</td>
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</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:

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<tr>
<th>E</th>
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<th>N</th>
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<tbody>
<tr>
<td>Demonstrates effective verbal communication skills</td>
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<tr>
<td>Demonstrates effective nonverbal communication skills</td>
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<td></td>
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<tr>
<td>Utilizes appropriate tone, volume, facial expressions, and gestures in order to maintain students’ attention and convey material effectively</td>
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<tr>
<td>Uses correct grammar in writing and speaking</td>
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<tr>
<td>Communicates effectively as an advocate for all learners</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 5: Learner-Centered Professional Development

*Demonstrates professional commitment to education*

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

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<thead>
<tr>
<th>E</th>
<th>P</th>
<th>N</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates professional commitment to education</td>
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<td></td>
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<tr>
<td>Exhibits high standards of professional dress and behavior</td>
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<td></td>
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<tr>
<td>Models punctuality and reliability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops positive, productive relationships with colleagues</td>
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</tbody>
</table>
| **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.* |  |  |
| Demonstrates initiative in performance of duties and responsibilities |  |  |
| Seeks suggestion for growth; accepts constructive suggestions. Uses reflective analysis in self-evaluation. |  |  |

**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:**
JOURNAL AND WCO EXPECTATIONS

The outline of journal due dates in the Student Handbook from Ms Bishop may be confusing since we will not be posting replies to eCollege. I have created our own schedule for due dates for journals AND Weekly Class Outlines, which is below.

You will notice that Journal One and your first set of Weekly Class Outlines are due **AUGUST 23 at 11:59**. Schedule a regular time to sit down with your mentor and plan for the coming week.

Please put your journal questions and answers in the body of the email, AND include them as an attachment. Title the attachment **LAST NAME Journal 1**. (NOTE: Journals AND WCOs should be in the same email.)

Reply to journals thoroughly and honestly. Though journal entries are private communications between you and your liaison, take care to write in a scholarly manner. Use university-level grammar, punctuation, and capitalization.

**Journals and WCOs must be turned in by 11:59 pm in order to receive credit. If for some reason you are ever late turning them in, TURN THEM IN ASAP. You will have a zero for your grade, but ALL Journals, WCOs, and assignments must be turned in in order for you to graduate from the program.**

Expectations for the Weekly Class Outlines

Send your Weekly Class Outlines in the same email, as an attachment. **Put them all in one pdf.** Do not send individual documents for each class.

Title the attachment **LAST NAME WCO (number)**. **Everything YOU teach should be typed in red,** and everything your mentor teaches should be typed in black.

(Note: The WCO is flexible, within reason. Make it work for you. It is an excellent guide for the format of an effective lesson. Keep an untouched copy at all times for future use.)

Submit a WCO for every grade (or class) your mentor teaches. For most of you, that will mean 5-7 WCOs per week.

When you begin writing your own weekly plans, every grade should have a **unique plan.** You should not be teaching the same lesson to two grade levels.

Provide the **source** for all activities and songs. Type this source, including the author, under “Materials.”

Use proper capitalization and punctuation. Song titles should be capitalized properly and enclosed in quotes.
Elementary WCOs:
- Adjust the column/row lines so that everything fits neatly onto one page.
- Make your lesson steps fairly specific.
- Be sure to list TEKS for EVERY activity, for at least two subjects.
- Under objectives, be specific. Do not simply type, Learn song. WHY are you teaching the song? Are you preparing, presenting, or practicing a concept? Include HOW: aurally, visually, kinesthetically?
- It should be apparent that you are using a Scope and Sequence. If you do not yet have a copy of the district’s S&S, get one tomorrow, so that you can begin using it to plan your lessons. If your district does not have one, contact Ms Meek.
- Do NOT use automatic numbering.

## JOURNAL AND WEEKLY CLASS OUTLINE DUE DATES
### FALL 2015

<table>
<thead>
<tr>
<th>JOURNAL</th>
<th>WCOs</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Week of Aug 24</td>
<td>Aug 23</td>
</tr>
<tr>
<td>Two</td>
<td>Week of Aug 31</td>
<td>Aug 30</td>
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<tr>
<td>Three</td>
<td>Week of Sep 7</td>
<td>Sep 6</td>
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<tr>
<td>Four</td>
<td>Week of Sep 14</td>
<td>Sep 13</td>
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<tr>
<td>Five</td>
<td>Week of Sep 21</td>
<td>Sep 20</td>
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<td>Six</td>
<td>Week of Sep 28</td>
<td>Sep 27</td>
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<td>Seven</td>
<td>Week of Oct 5</td>
<td>Oct 4</td>
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<tr>
<td>Eight</td>
<td>(none- ROTATION WEEK)</td>
<td>Oct 11</td>
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<tr>
<td>Nine</td>
<td>Week of Oct 19</td>
<td>Oct 18</td>
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<tr>
<td>Ten</td>
<td>Week of Oct 26</td>
<td>Oct 25</td>
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<tr>
<td>Eleven</td>
<td>Week of Nov 2</td>
<td>Nov 1</td>
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<tr>
<td>Twelve</td>
<td>Week of Nov 9</td>
<td>Nov 8</td>
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<tr>
<td>Thirteen</td>
<td>Week of Nov 16</td>
<td>Nov 15</td>
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<tr>
<td>Fourteen</td>
<td>Week of Nov 23</td>
<td>Nov 22</td>
</tr>
<tr>
<td>Fifteen</td>
<td>Week of Nov 30</td>
<td>Nov 29</td>
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</table>


**JOURNAL #1 OF CRITICAL INCIDENCES**
**DUE AUG 23**

**PART A:** Send an email to your University Liaison a description of a moment when you were surprised at your school.

**PART B:** CLASSROOM SCHEDULE – Send email to your University Liaison with your school schedule using the template below.

It is important that your Liaison is aware of your schedule in order to plan visits. The first week’s assignment is to complete the chart below with your daily schedule. If you need to submit two schedules: one for A Days and one for B Days, please copy/paste a second chart.

This will be very helpful in planning visits to your classroom and scheduling ILT conferences.

<table>
<thead>
<tr>
<th>Resident’s Name:</th>
<th>School’s Name:</th>
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<tbody>
<tr>
<td>Date:</td>
<td>Mentor’s Name:</td>
</tr>
<tr>
<td>Content Area:</td>
<td>Grade Level:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject&amp; Grade Level</th>
<th>Class Begins</th>
<th>Class Ends</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>Lunch</td>
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<tr>
<td>Conference Period</td>
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</table>
JOURNAL #2 OF CRITICAL INCIDENCES:
“TRANSITIONING FROM STUDENT TO TEACHER”
DUE AUG 30

Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your reading assignments.

1. Briefly describe your school, classes, mentor relationships, and school atmosphere.

2. At what moment at school during these first days did you feel most engaged with what was happening? Why?

3. At what moment at school during these first days did you feel most distant with what was happening? Why?

4. What action did someone (teacher, student, administrator, etc.) take that you found to be most affirming or helpful?

5. What problems do you foresee having in your residency assignment?

6. What has surprised you the most during your first few weeks of student teaching? Pleased you the most? Frightened you the most? Worried you the most?

7. Establish two goals for next week that push you to do a new activity or into a new learning experience.
JOURNAL #3 OF CRITICAL INCIDENCES: “REFLECTION ON TRANSITIONS”

DUE SEP 6

Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your reading assignments.

1. What is the most difficult time of the day when reflecting on the teaching schedule you currently share with your Mentor Teacher?

2. Do you feel you have a common bond with your Mentor Teacher? Discuss what actions you can take to maintain and/or build a good relationship with your Mentor Teacher?

3. Have you established a friendly, professional relationship with the office staff, lunchroom staff, and maintenance staff at your school campus? What makes a positive working relationship with the staff important and what steps will you take to meet the staff at your campus, if you have not done so?

4. At this early point in your residency, identify two discipline issues you are struggling with in the classroom and discuss two possible solutions. How does your Mentor teacher deal with these same discipline issues? Is his/her method of correcting the behavioral issue successful? Why or why not?

5. Visit the following website and select one graphic organizer you can then develop for a future lesson in your classroom and explain how you will use it.

http://www.eduplace.com/graphicorganizer/
JOURNAL #4 OF CRITICAL INCIDENCES:
“CREATING A POSITIVE ENVIRONMENT”
DUE SEP 13

Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your reading assignments.

1. List the rules that you have in your classroom.

2. What are three of the daily procedures practiced in your classroom?

3. Provide an example you have experienced that demonstrates the importance of rules, procedures, and consequences?

4. What has been the most critical classroom discipline incident that occurred during your student teaching and what was your reaction to it?

5. Consult the Texas Educator Code of Ethics available here: Code of Ethics or in Doc Sharing on eCollege. Discuss the importance of understanding Standard 3.9 for teachers today.

6. In one sentence, declare the essence of the Educator Code of Ethics.
JOURNAL #5 OF CRITICAL INCIDENCES:
“STUDENT CENTERED LEARNING STRATEGIES”
DUE SEP 20

Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your reading assignments.

1. What discipline management plan or theory do you plan to practice when you have your own classroom and why do you believe it will work for you?

2. Reflect on teaching strategies used in your classroom. Which strategies are most effective at facilitating student learning? Which foster an atmosphere of trust and openness in the classroom?

3. If you have not done so, please plan to work with students one-on-one and in small cooperative groups. Reflect on the process of making the teaching plans and implementing the lesson. How did planning this type of one-on-one lesson and cooperative lesson differ from straight lecture that may be the typical teaching mode? How did the students respond to the 1) one-on-one teaching 2) cooperative group learning?

4. When using class questioning, what technique do you utilize to insure that each student has an opportunity to respond, if not every class period, at least several times every week? Are you aware of having several students in each class who dominate the class discussion? Reflect on strategies you can employ to bring each student into the discussion.
JOURNAL #6 OF CRITICAL INCIDENCES: “EFFECTIVE TEACHING”
DUE SEP 27

Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your reading assignments.

1. When have you felt most like an effective teacher in the classroom and what specific evidence can you offer in support of your effectiveness?

2. When did you feel less than effective in the classroom and when reflecting on why you felt less than effective, what changes will or have you made that will make a difference in your classroom effectiveness?

3. Reflect and share the steps you currently take in planning for the week.

4. Complete the following statements using as many sentences as necessary to explain your practices or procedures thoroughly:

   I begin my class by:

   I close my class by:

5. Establish two goals for next week that will push you to do a new activity or into a new learning experience.
Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your reading assignments.

1. Differentiated instruction means that as an educator you continually assess and monitor all students’ strengths and needs, modifying and adjusting instruction as necessary. Please share and reflect on your experiences with differentiated instruction.

2. Reflect on your assessment methods. What methods do you use and why, how have they been effective/not effective.

3. Within your specific content area and particular classroom situation, reflect on the purpose of testing. Is the primarily to: provide a basis for grading; assess student’s performance of skills; assess if the student has mastered the objectives; punish the students for misbehavior; fill up some class time?

4. Are you familiar with the copyright laws that govern Texas educators? What practices do you follow when making copies?

5. If you decide to rent and show a video, for educational purposes, in your classroom, that clearly reads “For Home Viewing Only,” are you protected under the law?
JOURNAL #8 OF CRITICAL INCIDENCES:
“MEETING THE NEEDS OF DIVERSE POPULATION”
DUE OCT 11

Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your reading assignments.

1. Do you have students who are English Language Learners (ELL)? If so, describe one or two accommodations and/or modifications that are designed to assist them with successfully learning material in your classroom.

2. While we have seen great improvement in the treatment of females in classroom methods and curricular materials, boys and girls remain the victims of gender stereotypes and unintentional bias. What steps have you taken to avoid stereotypes, promote integration, and treat both females and males equally in the classroom?

3. How can you ensure that your lessons honor multiple cultures in your content area?

4. Students learn in multiple ways. Describe ways that you or your mentor teacher meets the needs of a variety of learners in a single classroom.

5. Establish two goals for next week that push you to do a new activity or into a new learning experience.

6. What type of hardships do students face in their lives at home that negatively impact their learning at school?
### Resident’s Name:  
Resident’s Name:  
School’s Name:  
Content Area & Grade Level:  
Date:

### JOURNAL #9 CLASSROOM SCHEDULE  
**DUE OCT 18**

PLEASE EMAIL YOUR SCHEDULE for your new site TO YOUR LIAISON.

It is important that your Liaison is aware of your schedule in order to plan visits. This week’s assignment is to complete the chart below with your daily schedule for your second placement. If you need to submit two schedules: one for A Days and one for B Days, please copy/paste a second chart.

This will be very helpful in planning visits to your classroom and scheduling ILT conferences.

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject &amp; Grade Level</th>
<th>Class Begins</th>
<th>Class Ends</th>
<th>Location</th>
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<td>Conference Period</td>
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</table>
Resident’s Name: | School’s Name:  
---|---
Content Area & Grade Level: | Date:  

**JOURNAL #10 OF CRITICAL INCIDENCES:**
“EVALUATING YOUR EFFECTIVENESS”  
**DUE OCT 25**

**Directions:** Reflect and respond to the following questions/statements using your experiences in your school and information learned from your reading assignments.

Evaluate yourself and ask for feedback from your mentor about your teaching during a lesson.

Complete the chart below AFTER YOU TEACH A MINI-LESSON:

<table>
<thead>
<tr>
<th><strong>Objective:</strong> What are you trying to teach? (BE SPECIFIC)</th>
<th><strong>Method:</strong> How are you facilitating the learning?</th>
<th><strong>Evidence:</strong> What evidence do you have that students comprehended and understood the objective?</th>
</tr>
</thead>
</table>

---
JOURNAL #11 OF CRITICAL INCIDENCES:
“SPECIAL POPULATIONS”
DUE NOV 1

Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your reading assignments. See notes below about format to be used on all journals.

1. What action did someone take this week concerning special needs students that you found affirming or helpful?

2. What action or behavior did anyone (teacher, student, counselor, administrator, etc.) take involving a student with special needs that you found to be puzzling or confusing?

3. Describe a modification or accommodation that your mentor teacher practices for one of the students in your classroom as prescribed by an IEP without revealing any information that might make a student identifiable.

4. Discuss the process of an ARD meeting with your Mentor teacher (or share your experience from attending an ARD). Share a brief overview about your discussion being careful not to share any confidential information that he or she may have shared with you.
JOURNAL #12 OF CRITICAL INCIDENCES:
“PARENTAL AND COMMUNITY INVOLVEMENT”
DUE NOV 8

Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your reading assignments. See notes below about format to be used on all journals. Send by e-mail to your liaison.

1. What are your district policies concerning contacting parents?

2. Discuss how contacting the parents of your student(s) will be a part of your professional practice.

3. What is the overall involvement of the parents in your classroom/school? If you are uncertain, ask your mentor his or her perception of the overall involvement.

4. What are the potential benefits are derived from active parental involvement for you and the students?

5. What steps will you take to actively involve your students’ parents/guardians in your classroom?

6. Discuss with your mentor the school’s role in actively seeking community support with programming, leadership, serving on committees, speaking, financial support, etc.
JOURNAL #13 OF CRITICAL INCIDENCES:
“MOTIVATION AND MORE”
DUE NOV 15

Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your reading assignments. See notes below about format to be used on all journals. Send by e-mail to your liaison.

1. What are some of the motivating strategies your mentor teacher practices when the students need a boost?

2. Describe three motivating strategies will you adopt when you have your own classroom?

3. Do you have a class that has been your favorite? If so, why is this class your favorite? What are the characteristics of the class? Is your attitude toward the students in this class different from the students in other classes? Do you have different expectations? What can you do to maintain high expectations and positive attitudes for all students?

4. Will you be involved with extracurricular activities or field trips? If so, what safety and liability procedures are in place for you and the students to follow?
### Resident's Name: | School's Name:
---|---

| Content Area & Grade Level: | Date: |
---|---|

**JOURNAL #14 OF CRITICAL INCIDENCES:**

“EVALUATING YOUR PROFESSIONAL READINESS”

**DUE NOV 22**

**Directions:** Reflect and respond to the following questions/statements using your experiences in your school and information learned from your reading assignments.

**THESE ARE EXAMPLES OF QUESTIONS FREQUENTLY ASKED AT TEACHING INTERVIEWS.** When preparing responses, give specific examples to illustrate your answer. Think carefully and practice your answers.

1. Why did you decide to become a teacher?
2. What does being student-centered mean to you?
3. How do you utilize technology in your instruction?
4. If I was your principal and we were setting goals for next year, what would they be?
5. How do you establish discipline in the class? How do you manage a discipline problem?
6. How would you rank these in importance and why? Planning, discipline, methods, evaluation.
JOURNAL #15 OF CRITICAL INCIDENCES:
“REFLECTING ON STUDENT TEACHING”
DUE NOV 29

Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your reading assignments.

1. How has your teaching evolved since the beginning of your residency experience?

2. Reflect on the constructive suggestions you have received from your mentor/liaison.

3. What resources have you used in preparation of your lessons? Please reflect on the effectiveness of those resources.

4. Up to this point, reflect on the most effective lesson you have taught. What made it an effective lesson?

5. Do you consider your teaching style to be more of an active (student-centered) or a passive (teacher-centered)? Explain.

6. List two goals that you feel would improve your own teaching. Describe how you plan to achieve these goals.
Video Lesson Observation

FIRST ROTATION: DUE OCTOBER 9
SECOND ROTATION: DUE DECEMBER 4

Name ___________________________________________ Date of Lesson ___________________________
Class ___________________________________________ School: _______________________________

Teach and videotape an entire class period. Consider the following criteria as you video your instruction and respond/critique your teaching. (Complete one Video Lesson Observation for secondary, and one for elementary.)

Delivery of Lesson

Volume – Can students hear what you are saying?

Tone – Is your voice interesting and inviting, using inflection, fun?

Clarity – Are you speaking too slow...or too fast? Are instructions clear and understandable by all?

Intent and Purpose – Do your instructions/words have meaning and enhance learning?

Confidence – Do you show confidence through your posture, body language, and pleasant facial expression? Are you in charge of the classroom?

Conducting Gestures/Hand Signs – Can they be seen by all students? Are they well-formed and clear? Do they convey the intended purpose?

Instruction

Pace – Do you keep the lesson moving so students are engaged? Is your pacing too slow, too fast, or just right?

Space – Do you stay in front of the students (or in front of the piano)? Or, do you use proximity-monitoring, listening, “moving into the power zone”?

Transitions – Are you able to retain student attention and flow while they are getting out music, standing, sitting, moving to a new formation, etc.?

Modeling – Are you using an excellent singing voice/instrument technique to demonstrate appropriate vowels, tone, dynamics, etc.?
Teacher Education Field Based Program – Student Teacher Handbook

Assessment – Are you continually listening for how they are sounding, and making corrections – tone, notes, rhythm, phrasing, intonation, dynamics?

Questioning – Do your questions promote higher-level thinking? Do you provide opportunities for reflection and evaluation by students?

Feedback – Do you provide positive and/or specific feedback for the skill being practiced?

Closure – Do you provide closure at the end of an activity or end of class? Will the students be able to walk out the door and describe something new they learned from your class?

Discipline

Are you monitoring the class, moving around as space allows?

Are you quickly and effectively addressing any behavior issues? (Individual or entire class)

Are you using your “teacher voice” when needed? Utilizing your “teacher look”?

Reflection

In what area of your instruction do you feel that you have improved the most?

In what area do you most need to continue improving?