

UNIVERSITY OF FLORIDA
SCHOOL OF MUSIC

HANDBOOK for
STUDENT TEACHING

Prepared by the Music Education Faculty

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For the Student Teacher

Why is student teaching required for graduation? It's a fair question. There are three important reasons for making it a part of the undergraduate music education curriculum.

Purposes of Student Teaching

First, it provides you with the chance to observe and work with an established, successful teacher. In a sense, you have a chance to be an apprentice to a capable music teacher. This role allows for an intensive observation and testing experience in a real life situation. Cooperating teachers are usually selected because they are considered better than average, so you can learn much from them.

Second, student teaching provides a guided induction into teaching. You are moved step-by-step into situations structured by the cooperating teacher. You are not pushed into situations in which you sink or swim with no help, no "life preserver."

Third, student teaching affords you another opportunity to know that you can teach. A prospective employer wants to know how successful you were in front of a class or group. You may have a good college record and favorable letters of recommendation, but there is no better test of teaching ability than actually standing before a group of students.

Role of Student Teacher

A student teacher is sometimes in an arduous spot. You are now supposed to be a teacher and in a real sense you should think of yourself as one. You are expected to plan instruction, teach effectively, and manage classroom behavior. However, the students are not your students; you won't give them their final grades. You will be their teacher for only a brief time. Research and practice shows that students act differently for different teachers. Try to establish your style and discipline from day one.

First, you should attempt to fit in with the situation as best as you can.

Second, you should know that your cooperating teacher assumes responsibility for you as a duty to the field of education. The only compensation he or she receives comes after taking two student teachers in the form of one free course at the University of Florida. Therefore, don't forget to say "thank you" sometime while you are there. Be grateful, positive, and cooperative. Make it your business to get along with all the teachers and other school employees.

Third, you should show some initiative in your plans and methods. However, be sure that you present them to your cooperating teacher first to seek his or her approval and suggestions.

The primary role of the student teacher is to successfully carry out the student teaching assignment. Student teaching may be viewed as a critical stage of transition from the status of college student to the status of a classroom teacher. Student teaching is a privilege and therefore carries with it certain responsibilities, among which are:

1. Place school duties and responsibilities ahead of personal wishes and outside activities.
Student teaching is a full-time responsibility.
2. Become informed about pupils and classes you will teach.
3. Conform to the school's rules, policies, and local standards of behavior.
4. Conduct yourself in a mature, responsible, and professional manner and maintain an appropriate personal appearance.
5. Show courtesy and respect for pupils, faculty, staff, parents, and members of the community. Respect the judgment of the cooperating teacher.
6. Avoid partiality and favoritism toward pupils.
7. Place the needs of the pupils first.
8. Adjust to, rather than try to change, the situation in the classroom or your assigned school.
9. Plan lessons on a weekly and daily basis and submit the plans to your cooperating teacher for review and recommendations prior to actual instruction. Your plans should be kept in a notebook or folder and made available to your college supervisor during each visit.
10. Be fully prepared for each class session. This will require considerable planning and development of materials outside regular school hours.
11. Participate in all of the activities expected of your cooperating teacher, including faculty meetings, open houses, parent-teacher conferences, school activities, and non-instructional duties (before, during, and after school).
12. Be on time all the time. Never be absent from your assignment without giving a reason. If you do become ill, call your cooperating teacher and college supervisor as

- early as possible, but no later than 7:30 a.m.
13. Cooperate at all times with teachers, other staff members, and administrators.
 14. Make frequent self-evaluations and discuss them with your cooperating teacher and college supervisor.
 15. Accept feedback and suggestions that will aid your personal and professional growth.
 16. Demonstrate effective management of self. Don't lose your patience or self control.
 17. Avoid unfavorable criticism of the school, the cooperating teacher, other teachers, the students, administration, and the community.
 18. Strive for personal growth through continued study and effort.
 19. Become acquainted with professional organizations. The journals and publications of professional organizations provide up-to-date information on teaching strategies and resources.

Additional Suggestions

1. Carefully review this entire handbook. Make sure you understand the roles and responsibilities of all persons involved in the student teaching program. It would be impossible to write a handbook that addresses every situation you might encounter, so don't hesitate to ask for clarification when unexpected situations occur. Your first line of assistance is your cooperating teacher; the second is the college supervisor. If a problem still cannot be resolved or further clarification is needed, contact ?
2. Take the initiative. Ask how you can be of help. Get totally immersed in your classroom and the school. Support school and community events. Your students will notice and appreciate it.
3. Are you excited about teaching and learning? The excitement you show for what you are teaching is infectious. If you are enthusiastic, students will be too.
4. If your lesson runs short, have something extra (e.g. an interesting article from the newspaper, intellectual puzzle, etc). Come to school "over-prepared" with activities.

Working with the College Supervisor

The policy of the music education faculty is to have at least two different faculty members observe your work. Usually one faculty member will observe for the first placement and another for the second placement. While you are student teaching, the college supervisor for

each placement is your contact with the University of Florida. Call him or her if you have any problems or questions. If you are unable to reach the college supervisor, contact the Coordinator of Music Education.

Three simple actions on your part will benefit everyone. First, send your teaching schedule and school and personal telephone numbers to the Coordinator of Music Education as soon as possible after you begin each placement. If the school is outside the Gainesville area, provide directions for getting to the school, including a map with north at the top.

Second, introduce the college faculty member to each of your classes when he or she comes to observe. Otherwise the students will wonder who the stranger is in their midst.

Third, have copies of the lesson plans available to give to the college supervisor.

Attendance

There is an important way in which you are a teacher: You must show up on time each day for school. If you are ill, you must notify your cooperating teacher as far as possible in advance. Also inform him or her if your car breaks down and inform them of any other situations that would cause you to be tardy or absent.

If you want to be absent for other reasons such as a job interview or attending a professional conference, you must get the approval of both your cooperating teacher and the Coordinator of Music Education before the planned absence.

Calendar and Daily Schedule

Student teachers follow the schedule of the school in which they are teaching. This fact especially affects you if you are student teaching during spring semester when the school's spring break will rarely be the same as UF's spring break.

The daily schedule includes not only the actual school hours, but also your cooperating teacher's hours. For example, if the teacher is staying after school to help prepare students for festival or coach students for a musical, then you must do the same. You may need to come back some evenings for rehearsals or meetings of parent groups.

Employment

For years now the Student Handbook for the Department of Music has specified that student teachers may not be employed during the time of student teaching. This rule, which is a

good one, is interpreted to apply to Monday through Friday. The weekends are yours to do with as you wish.

Dress

Males: Should you wear a tie? Females: Should you wear a dress and hose? It depends on the situation. In general, you should follow this guideline: Dress at least as well as your cooperating teacher and the other teachers in the school. If in doubt, then dress a bit better than you think you need to. Be sure to check your school or county policies, particularly about shoes. For example, many school districts require teachers to wear closed-toe shoes for safety reasons and you wouldn't want to break the rules by wearing flip-flops.

Relations with Students

Your relationship with the students should be one of teacher/student, not student/student. You cannot and should not attempt to be another friend to any student. If you are concerned about a particular student, the help you offer should be on a professional teacher/student basis. If you have questions about what you should do, consult your cooperating teacher or the Coordinator of Music Education before taking action.

If you are placed in a secondary school, you probably will learn about some heart-wrenching situations, as well as illegal actions such as drug use. Unfortunately, this is part of the student teaching experience. In any situation, follow this simple guideline: Consult with your cooperating teaching before taking action.

Assume that the students will use Mr., Ms., Mrs., or Miss when addressing you. Do not permit them to get away with calling you by your first name. Simply do not respond if someone tries it. Start off addressing your cooperating teacher by Mr., Ms., Mrs., or Miss. Continue this practice unless he or she indicates they prefer that you use their first name.

Do not even think about seeing a student socially in a one-on-one situation. Don't just avoid evil; go one better and avoid the appearance of evil.

Observing and Observant

You will observe quite a few classes, especially during the first couple of weeks of your placement. You should write up fairly brief reports of these observations. Be sure to notice things that you liked about what you saw. In addition, notice points that you might have done differently.

Be observant all the time during student teaching, not just while you are sitting and watching classes. Notice if students talk with your cooperating teacher after class and if possible, find out the kinds of things they talk about. Observe how the teacher handles routines such as passing out books and classroom instruments, takes attendance, deals with a student who persistently raises his or her hand and talks, and so on. These "tremendous trifles" can make a major difference in how successful a teacher is. Takes notes on such matters, too.

Lesson Planning

Yes, you must prepare plans for the classes and rehearsals you teach. After you have taught several years, you can decide how much planning you need to do for your teaching. It is required during student teaching. Why? Because you are brand new in the music teaching business, so you have no "repertoire" of experiences to build on. In addition, unless you put your ideas about what you want to teach down on paper, no one -- even you -- is really clear about your plans. There is something about the discipline of writing out a plan that helps you clarify and refine your thinking.

Do you ever deviate from your plan when you actually teach it? Of course! Not only can you make changes as they seem required, you should make changes in such cases. Plans are not contracts about what you will do. Instead, they are guides for what you want to accomplish and how you will do it.

Your plans can take almost any shape or form you wish as long as you answer adequately four important questions:

1. What are the objectives for the class or rehearsal? Put down the two to four (depending on the length of the class and what you want to teach) things you want the students to learn. These should be brief statements such as, "Play the figure more accurately," "Learn the main features of Mexican songs," and so on.

2. What procedures will you use to teach the objectives? Spell out in some detail how you intend to teach each objective. For example, you could work on the figure by having the students say a four-syllable word (e.g. "Mississippi") or by counting 1-2-3-4 rapidly for each sixteenth note. Then you could drop the second and third syllables or numbers. Next, you could ask them to play or sing the figure on one note before they try it in the music they are playing or singing. For Mexican songs, you might point out the harmony in parallel thirds, the stepwise contour of the melody, and the triple meter, with the use of the musical terms adjusted based on the previous musical experience of most of the class members. If in doubt about how much to write about your methods or procedures, write more than you think is needed, not less. Statements of procedures like, "Rehearse No. 29" just won't make it as lesson planning!

3. How will you evaluate the students? What will you look for in the lesson that indicates how well the students are learning? Before you teach the lesson, you should have a clear idea about what will let you know how much the students have learned. This is not very hard to do in performance classes, because usually you can listen to how well the students perform. However, it may be a challenge to determine the best way to evaluate students since you may not have class time to listen to them individually. Find out what method of evaluation works best for your class.

4. If you were to teach the lesson again, what would you do to make it better? This question that can be answered only after you have taught the lesson. Even if the class or rehearsal went very well, start with the assumption that you could do it better if given a second chance. (If you teach very long, you most certainly will have many chances to teach much of the same material or piece of music.) It is all right to make comments such as, "A fire drill interrupted the lesson, so that caused the students to be restless for the last half of the period," or "I had a cold, and I wasn't really 'with it' today." However, concentrate on how your teaching might be improved. Such statements might read, "I worked on the counting too long and the students tended to lose interest," or "The song 'La Paloma' wasn't a good choice for this class because they couldn't sing it well at all. A more simple song is needed."

It is a great idea to include a list of the materials needed for a lesson, especially when teaching general music. It is not one of the four essential questions, however.

When planning, it is a good idea to make estimates of how long you expect a particular activity to take. That will help you pace your instruction better. By the way, it is a good idea to plan for more than you will probably get a chance to teach. You don't want to cover all that you planned to do and have 20 minutes of class remaining!

A Closing Thought

Teaching is a serious business in that you want the students to learn, which is important but do not take yourself too seriously. For several reasons, teaching goes better and the students learn more when you enjoy what you are doing. Have fun when teaching. But the word *enjoy* does not imply that you should goof off or fool around. Not at all. Be sure to realize that learning and accomplishing are enjoyable, and you should find helping students to learn enjoyable. Students have an uncanny way of knowing how you feel about them and what you are doing and they usually respond in kind. Therefore, **enjoy** your student teaching experience while you work hard.

For the Cooperating Teacher

For a couple of months you will be the mentor to a future music teacher from the University of Florida. That is, you will be his or her "trusted counselor or guide," to cite one definition of the word. You will be responsible for helping this person make the transition from being a college student to a professional teacher. When you think about it, that's quite an assignment.

You play an important part in assuring successful student teaching. Through your preparation, guidance, and knowledge, the student teacher experiences and participates in all of the duties of a professional teacher.

1. Become familiar with the background of the student teacher.
2. Prepare pupils for the student teacher's arrival.
3. Plan for the initial orientation of the student teacher.
4. Collect a set of textbooks for the student teacher and provide him/her with helpful materials such as school schedules, class roles, school handbooks and curriculum guides.
5. Provide a work and study area or space in the classroom for the student teacher if possible.
6. Welcome the student teacher by familiarizing him/her with the school building, introducing him/her to school personnel, and providing time to visit and observe throughout the school.
7. Create an atmosphere of acceptance of the student teacher in the classroom.
8. Introduce the student teacher to the classroom routines and instructional procedures.
9. Acquaint the student teacher with pupil personnel records, methods of keeping attendance, grades and report cards, cumulative folders, and other necessary records.
10. Demonstrate a variety of effective teaching and evaluation techniques and encourage the student teacher to use effective techniques.
11. Assist the student teacher in effective lesson and unit planning.
12. Make your expectations clear to the student teacher.

13. Define the extent of the student teacher's authority and responsibility.
14. Inform the principal and the college supervisor immediately if the student teacher encounters serious problems.
15. Provide the student teacher with the opportunity to gradually assume responsibility for daily planning and instruction, under your guidance, once the student teacher has demonstrated the competence to do so.
16. Hold regular conferences with the student teacher. In addition, impromptu conferences may occur daily depending on the student teacher's needs.
17. Provide frequent encouragement, recognition of success and constructive feedback. Refrain from correcting the student teacher in front of the children.
18. Provide ample opportunity for the student teacher to practice and demonstrate all competencies in this handbook.
19. Provide opportunities for the student teacher to try alternative strategies of instruction.
20. Provide opportunities for the student teacher to participate in all duties of a professional teacher, including faculty meetings, parent-teacher conferences, open house, after-school activities, and non-instructional duties (before, during, and after school).
21. Assist in arranging opportunities for the student teacher to observe other teachers at the same grade level (or same subject), different grade levels, or in a different school. This may occur early, during the last week of student teaching, or at other times.
22. Meet with the college supervisor to assess the student teacher's progress. Provide the Student Teacher Progress Report.
23. Provide the student teacher with opportunities for professional growth through attendance at professional meetings, staff development workshops, or sharing of materials and articles from professional education organizations.
24. Work with the principal, other staff members, and the college supervisor to provide an environment conducive to a successful student teaching experience.
25. Review the roles and responsibilities and schedule of activities in this handbook. Monitor the student teacher's assumption of responsibilities and make adjustments as needed.

26. Encourage the student teacher to engage in problem solving, self-analysis, and reflection about teaching.

Make the Student Teacher Feel Welcome

Most student teachers begin the experience with feelings of excitement and uncertainty. Therefore, do what you can to make them feel comfortable. Introduce them to other teachers and staff members. Give them any materials about the school, including a map of the school if it is a large one.

Introduce the student teacher to the students as a teacher, not as a university student. Refer to them in front of the students as Mr., Ms., or Mrs. As you know, the students often take their cue from you regarding how to treat someone. For this reason, avoid offering suggestions for improvement to the student teacher in front of the students. This usually makes the student teacher feel more like a puppet than a teacher.

Inform Them about the School and Music Program

Have the student teacher learn as much as possible about how your program and your school function. There is a lot to learn, including policies and procedures for such matters as:

- managing student behavior
- grading students
- ordering materials and equipment
- performances, both in school and out of school
- scheduling music events
- working with parents
- recruiting students
- selecting music and learning activities
- use of the photocopy machines
- managing of music library, uniforms, and equipment
- teacher and students absences
- and much more

A student would probably be overwhelmed if provided information on all the topics during the first few days, but little by little make him or her aware of how your program and your school operates.

Classroom management is the area that usually concerns student teachers the most. They need to know as fully as possible what is expected of them and how they should handle behavior problems. The old saying "An ounce of prevention is worth a pound of cure" applies to

managing a class or rehearsal room. They need to know how typical misbehavior is usually handled, when a student should be given a "time out" or removed from class, and what the procedures are for doing so. Having such knowledge will make the student teacher more confident and effective.

Getting Started in Teaching

You need to induct the student teacher into your classroom gradually. The first few days he or she will be largely an observer. Then, little by little, the student teacher will begin to teach. Sometimes the first experiences may include working with a small ensemble or teaching a portion of a class or rehearsal. By about the second or third week the load should consist of two or three classes, depending on whether they are general music classes in an elementary school or the rehearsal of performing groups in the secondary schools. By the fourth week the student teacher should be teaching about 66 to 75 percent of a full load. Because it is all new to the student teacher, that should be the maximum.

Occasionally it is all right if the student teacher takes a portion of a class or rehearsal. If that is done often, he or she should work on the same material for several classes.

Planning

Student teachers must plan for their teaching. It is important that they think about what is going to be taught before actually trying to teach it. They plan better when they write down what they hope to do. Guidelines for planning are provided in the information for students teachers presented earlier in this Handbook.

The guidelines recommend that you examine and approve the student teacher's lesson plans before he or she attempts to teach them. One of your mentoring activities is to see if the plans are realistic and useful. If they don't meet those two criteria, point out what you think should be improved and ask the student teacher to develop another version of the plan.

The words *realistic* and *useful* mean that the plans are not too advanced or too easy for the students, can be taught to the particular group of students in the time available, and do not contradict what you have been teaching the students.

Encourage the student teacher to come up with his or her own ideas for teaching. When they do, praise them if possible, and make sure that their ideas fit in with what normally takes place in the class or rehearsal room.

Do you need to stay in the room while the student teacher is teaching? In the beginning—yes. You need to see for yourself how well the student teacher is doing. As the weeks go by, you

do not need to stay for as long, but you still need to be present some of the time so that you can offer suggestions and discuss the student teacher's work at a later time. The student teacher is not a substitute teacher, an accompanist, or a teacher's aide. He or she is a student training to become a teacher.

Critiquing

Your suggestions, questions, and encouragement are very important to the student teaching. The faculty observer from the University of Florida will be able to observe only a few classes once or twice during the placement. You are on the spot every day and almost every class. For this reason, it is essential that you offer the student teacher the benefit of your thoughts and reactions to his or her work.

There are a couple of different ways of doing this:

1. You can watch three or four classes during the week and write down comments and suggestions. Written comments are especially useful because the student teacher can consider them several times over a period of days.
2. You can meet with the student teacher several times each week. Actually, the more you discuss teaching with him or her, the better it is.

Music teachers, especially those of us who direct performing groups, tend to focus on the things that aren't right about what they see in classes. This is all right -- to a degree. But remember that all of us like to know what we did right as well as what we could do better. Therefore, try to offer positive comments at least as often as you offer suggestions.

Part of the cooperating teacher's role is to serve as a "backboard" for the student teacher to bounce questions and thoughts off of. The question of how well a class went is useful, of course but there is an even better question to answer. *If the student teacher were to teach the same lesson again, what would he or she do to make it better?* This question takes the attention away from the personal qualities of the student teacher and focuses attention to his or her actions in the class or rehearsal. Changing an action is much easier and less threatening than changing one's personality!

Evaluating

Because student teachers from the University of Florida are graded on a S/U basis, the matter of the grade they receive is not an issue as long as their work is satisfactory. However, the music education faculty is anxious to have your opinion of the student teacher's work. You will find two "Student Teaching Evaluation" forms in this Handbook. One is to be completed and

mailed to the Coordinator of Music Education in the self-addressed envelope at the end of the student teacher's third week with you; the other is to be completed and sent in at the end of the sixth week. As you can see, much of the form can be completed by circling a number about matters such as attendance, response to suggestions, and so on. Space is also allowed for you to add your comments.

In spite of the best efforts of everyone concerned, things do not always go as hoped. If you have concerns about a student teacher, do not hesitate to call the Coordinator of Music Education at (352) 27-3190. Please do not let a suspected problem fester over several weeks. Sometimes something that can be corrected during the second week has become unsolvable by the fourth week. Please keep in mind that a problem is rarely the cooperating teachers' fault; no one is going to think less of you because you call to express a concern. In fact, just the opposite is true; the music education faculty will think more highly of you because of the professionalism that such a call represents.

For the College Supervisor

The main function of the college faculty member who supervises a student teacher is to serve as a liaison between the University of Florida, the cooperating teacher and the student teacher. This role has several aspects.

One aspect is resolving any conflicts or misunderstandings that may arise between the student teacher and the cooperating teacher. This role is aided by communication among all parties so that each knows what is expected of them.

A second aspect is to act as a counselor and guide the student teacher in professional matters.

A third aspect is to represent the University of Florida to the local teachers and administrators.

In addition, the college supervisor observes the student teacher in the class or rehearsal room. The number of visits varies depending on how far the school is from Gainesville. Two observations are made during each placement in Gainesville and surrounding counties. Student teachers placed further away will submit a videotape of their teaching early in the third week of each placement. They will be observed only once by the college supervisor in person.

The college supervisor is expected to make written comments on the student teacher's work. In addition, the college supervisor will discuss the observation with the cooperating teacher.

Finally, the college supervisor helps to complete all pertinent forms regarding the student teacher and the placement.

The college supervisor represents the University of Florida by helping make the student teaching program as meaningful as possible. The supervisor plays an important role in carrying out the objectives of the program. Since student teaching is taken for college credit, the supervisor is also responsible for the success of the student teaching experience and for the credit the student receives.

The responsibilities of the college supervisor are as follows:

1. Hold an orientation meeting with assigned student teachers to explain and discuss procedures, visits and evaluation.
2. Serve as a resource person and source of information for the student teacher and cooperating teacher.

3. Support the growth and development of the student teacher and assist the cooperating teacher in guiding the student teacher.
4. Maintain open communication and good personal relationships with the student, the cooperating teacher and the principal.
5. Clarify university expectations for the roles of the student teacher, the cooperating teacher and the principal.
6. Hold conferences with the cooperating teacher and discuss strengths and weaknesses of the student teacher. If the cooperating teacher is not available following the observation, a follow-up telephone call may be made.
7. Schedule additional visits, meetings or telephone calls if needed.
8. Encourage the student teacher to engage in problem solving, self-analysis and reflection about his/her teaching.
9. Consult with the cooperating teacher regarding final evaluation of the student teacher.
10. Participate in evaluation, development and improvement of the student teaching program.

For the Principal

The role of the principal is to provide leadership in insuring that the educational environment is one in which student teaching experiences can be successful. In order to create such an environment, suggestions for the principal are as follows.

1. Assist in assigning student teachers to the most competent teachers in the desired areas and levels of endorsement. Cooperating teachers should be good role models and interested and committed to assisting and supporting the student teacher in assuming the duties of a professional teacher. (See criteria for cooperating teachers).
2. Orient student teachers to the school. Topics might include school background (description of community, history, enrollment, philosophy, goals), school policies (rules and regulations, discipline, safety, emergency procedures), faculty expectations (meetings, duties, inservice, etc.), and extra-curricular activities (PTA, open house, after-school activities, athletics).
3. Provide or make available written policies and hand books to the student teachers. Discuss important procedures with the student teachers at the beginning of the student teaching experience.
4. Provide leadership in interpreting the student teaching program to the staff, students and community.
5. Assist in arranging observations for the student teacher in classrooms other than the one in which student teaching experience is taking place.
6. Communicate with the college supervisor about the progress of the student teacher and participate in conferences as needed.
7. Communicate with the Coordinator of Music Education concerning any problems or questions which arise during the student teaching experience.

APPENDIX

**THESE FORMS CAN BE FOUND AT THE MUSIC EDUCATION WEBSITE
<http://www.arts.ufl.edu/music-education/> AND SHOULD BE SENT ELECTRONICALLY TO THE
COLLEGE SUPERVISOR AND HEAD OF MUSIC EDUCATION**

DIVERSITY	ETHICS & PROFESSIONALISM	HUMAN DEVELOPMENT & LEARNING	KNOWLEDGE AND PRESENTATION OF SUBJECT MATTER
<i>Uses teaching methods that reflect the culture, learning styles, and special needs of all students</i>	<i>Adheres to the Code of Ethics for music educators and the Principles of Professional Conduct of the Education Profession in Florida</i>	<i>Applies knowledge of human growth and development in teaching music.</i>	<i>Demonstrates knowledge and skill in music.</i>
Rating: Meets Near Below Exceeds	Rating: Meets Near Below Exceeds	Rating: Meets Near Below Exceeds	Rating: Meets Near Below Exceeds
<ul style="list-style-type: none"> • Maintains a classroom atmosphere that respects the differences among students • Honors the musical heritage and experiences of all students • Teaches classes that include appropriate music from a variety of cultural backgrounds 	<ul style="list-style-type: none"> • Demonstrates professional concern for students • Adheres to relevant code of ethics for music teachers • Meets expectations regarding attendance, punctuality, and record keeping 	<ul style="list-style-type: none"> • Selects developmentally appropriate material and activities • Uses a variety of activities to motivate students • Seeks to develop both musical skills and useful information about music • Develops activities that reflect current theories of musical development 	<ul style="list-style-type: none"> • Presents all subject matter accurately and musically • Detects errors in performing music accurately and consistently • Links instruction to national and state standards, to other disciplines, and to the students' lives • Is able to present subject in a manner meaningful to the students

LEARNING ENVIRONMENT	PLANNING	ROLE OF THE TEACHER	TECHNOLOGY
<i>Creates and maintains a positive learning environment</i>	<i>Plans effective music instruction in a variety of musical settings.</i>	<i>Demonstrates understanding of the role of the teacher as guide and leader.</i>	<i>Uses appropriate technology in teaching</i>
Rating: Meets Near Below Exceeds	Rating: Meets Near Below Exceeds	Rating: Meets Near Below Exceeds	Rating: Meets Near Below Exceeds
<ul style="list-style-type: none"> • Establishes an active environment for music learning • Assists students to develop responsibility and self-discipline • Maintains a positive class or rehearsal room atmosphere, including the appropriate use of praise • Focuses instruction on the learning of music by the students 	<ul style="list-style-type: none"> • Plans lessons that meet students' musical interests and needs • Plans and sequences instruction that leads to the maximum learning of music • Includes strategies to accommodate special learners • Connects subject matter to the Sunshine State Standards 	<ul style="list-style-type: none"> • Models appropriate behavior as teacher and musician • Considers instruction in music as part of the larger educational effort of the school • Uses specific directions at appropriate times • Serves as a guide to students developing musical understandings and skills 	<ul style="list-style-type: none"> • Uses learning media, computer applications, and other technology to enhance instruction in music • Provides students with appropriate hands-on experiences with technology in learning music • Assumes a proactive attitude toward technological developments in music and music instruction

RUBRIC GUIDELINES

- **Exceeds Expectations** = The intern demonstrates this Accomplished Practice at as level *exceeding* that expected of a beginning teacher.
- **Meets Expectations** = The intern *proficiently* demonstrates this Accomplished Practice at a level expected of a beginning teacher.
- **Near Expectations** = The intern demonstrates this behavior at a level expected of a beginning teacher, although *not consistent yet over time*.
- **Below Expectations** = The intern demonstrates this Accomplished Practice *inconsistently* and at a level *less than expected*, of a beginning teacher, or is *unsuccessful* in demonstrating this Accomplished Practice.
- **Not Marked**—the rater was not able to observe this or this is not relevant to the teacher’s instructional setting.

Evaluator’s Position

Evaluator’s Name

Date