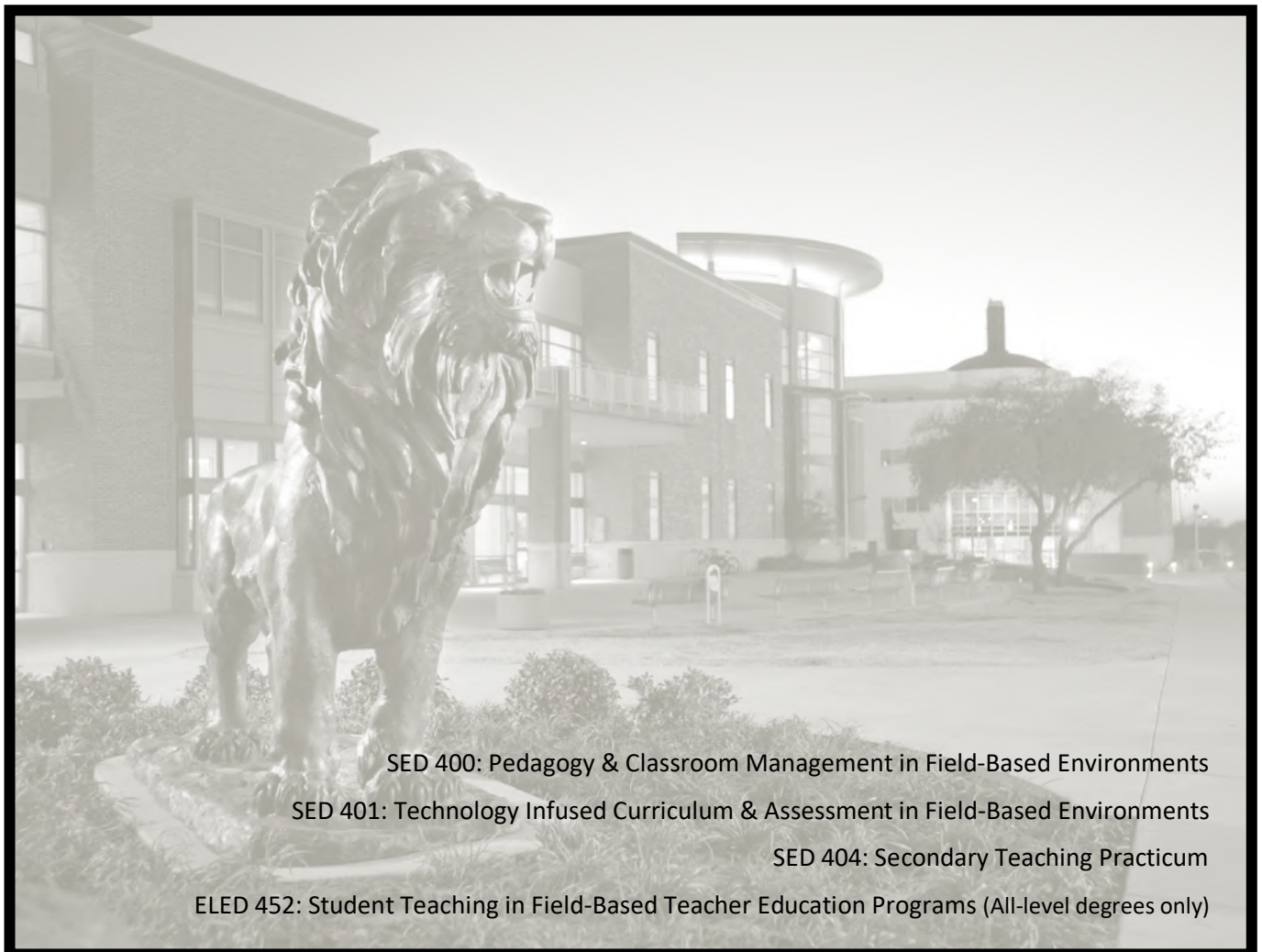


TEXAS A&M
UNIVERSITY
COMMERCE

**STUDENT TEACHER REFERENCE GUIDE
FALL 2020**



SED 400: Pedagogy & Classroom Management in Field-Based Environments

SED 401: Technology Infused Curriculum & Assessment in Field-Based Environments

SED 404: Secondary Teaching Practicum

ELED 452: Student Teaching in Field-Based Teacher Education Programs (All-level degrees only)

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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.

Some of you will spend eight weeks at the secondary level and eight weeks at the elementary level, while others will spend both eight-week segments at a single site. 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/s. This includes bus duty, lunch duty, PTA, parent conferences, in-service meetings, trips, and UIL activities.

You will be evaluated formally four times: a midterm and final at your first site, and a midterm and final at your second site. Both your Mentor/Cooperating Teacher and your Liaison/Field Supervisor will evaluate you. You may be observed informally, as well. You will complete Self-Evaluations. All evaluation forms are in your TK-20 binder. See page 48 for more information on evaluations.

Good, open communication is vital for your success. Please talk openly and honestly with your Cooperating Teachers and University Field Supervisor. 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

Throughout the semester, you will occasionally return to campus for what is referred to as "Seminar." You will learn things that will assist you in the classroom: assessment, technology, cultural diversity, teaching techniques, working with children with special needs, etc. Seminar classes will help you pass the TExES test and guide you through the certification process. **DO NOT MISS SEMINAR.**

You will be responsible for many assignments and projects during the seminar meetings. Ex: Tech Savvy Presentation, Action Research, Resumes, Cover Letter, ePortfolio, Readings, Viewing Videos, etc. All assignments will be reflected in your final grades.

The assigned readings and videos for the seminar sessions will provide you with background information for some of the seminars, as well as, explore topics beyond the seminar presentations. Residents are encouraged to invest time in studying and understanding the major points and concepts of the written and video resources. In addition, begin now the creation of a repository for these types of valuable resources that you will be able to access this semester of residency/student teaching and in the coming years of your career. The reading assignments will

be followed up with discussions in cohort groups during seminar. When possible, the videos will be prepared with built in questions for you to answer that will be submitted for grading.

WEEKLY CLASS OUTLINES

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 your Field Supervisor on time every week (Sunday night before midnight) to receive credit.** (Note: This is a plan for the coming week, not a reflection of what was taught.)

PORTFOLIO

Toward the end of the semester, you will have a large project due—an online portfolio. The purpose of the portfolio is to showcase your best work for future prospective employers to view. It will include your resume and cover letter, 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.**

TECH SAVVY PRESENTATION

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

VIDEO OBSERVATION FORMS

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 will complete a Video Observation Form for your first site and another for your second site,** after viewing footage from an entire class period. You do NOT have to upload the actual footage to TK-20. Simply upload the footage to YouTube and include a link.

PROFESSIONAL DEVELOPMENT

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, and they must be held **outside regular school hours**.

Examples of acceptable workshops would include TMEA sessions, workshops hosted by the North Texas Chapter of AOSA or Kodály Educators of Texas, a TMEA Region workshop, SMU Young Educator Seminars, a Conducting Symposium, a clinic, etc. It is strongly suggested you have your sessions approved before attending.

If you choose to use TMEA sessions, you will need to piece together a collection of at least three hour-long sessions per level. Because TMEA no longer provides paper copies of handouts, you will have to print them out in advance. Turn in your handout with your personal notes in the margins and the signature of the presenter or presider. **If you do not have a handout, personal notes, AND the signature, credit will not be given.**

Attend sessions that are directly applicable to the classroom. Sessions on “how to get a job” or some unrelated topic will not be appropriate for this assignment. Teaching techniques, classroom management, assessment, and conducting are all acceptable topics. Concerts do not count toward this requirement.

For proof of attendance, you must submit the certificate given at the conclusion of the workshop. If no certificate is given, have the handout (notes from the workshop) **signed by the clinician or the president**. Please note that you will need to print out these notes in advance—often workshops and conventions are paper-free. Upload certificates of completion or other proof of attendance into your e-portfolio and TK-20. **You must also upload a one-page reflection paper for both levels describing what you learned and how you will use it in your classroom.**

Any student engages in academic dishonesty by turning in materials without attending and actively participating in the sessions - or who uses another student’s work as his/her own - will receive an automatic fail for this course and will be removed from the Undergraduate Field-Based Teacher Certification Program.

Failure to complete an assignment will result in a zero for the assignment and will be reflected on your evaluations.

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 Field Supervisors that students **NOT** work during the student teaching semester. However, if you decide to work, it will be with the express 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.

WORDS OF ADVICE FOR YOU AS A RESIDENT

You need comfortable shoes, sufficient sleep, adequate nutrition, positive attitude, and time for yourself outside of the classroom. You will want to get a flu shot and possibly begin taking multi-vitamins. Also, if your classroom does not have a clock, you may want to consider purchasing and

wearing a watch while teaching—checking your cell phone for the time will not be appropriate in the classroom.

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. You know before you jump that it is not a level, smooth jump. In the end, you climb back onto your comfortable ledge, knowing that you have just experienced a wonderful “rush” that will make you a different person than before you jumped. Relax and enjoy the wonderful ride!

CONTACT INFORMATION FOR MUSIC FIELD SUPERVISORS AND SEMINAR INSTRUCTORS

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FALL 2020 CALENDAR

DATE	EVENT	NOTES
August 3, Monday	Seminar 1, 9:00-3:00	Zoom
August 4, Tuesday	Seminar 2, 9:00-3:00	Zoom
August 5, Wednesday	ROTATION 1 BEGINS First Official Day of Student Teaching	Music Student Teachers begin the first professional development day of their school's semester.
August 24	Seminar 3, 12:00-4:00	Zoom
August 24 – September 7	Initial Meeting with Field Supervisor	Field Supervisors meet with student teachers and mentors to discuss the Reference Guide and TK-20.
September 7, Monday	Seminar 4, 12:00-4:00	Zoom Resume and cover letter due, emailed to Ms. Meek AND Field Supervisor.
September 7 – September 18	MIDTERM WINDOW. Sept. 28 is the DEADLINE for Midterm Observation, ILT Evaluation, and ILT Meeting (See page 48)	Cooperating Teacher completes an ILT Evaluation Form in TK-20. Field Supervisor completes an Observation Form in TK-20. ST submits Impact Story to TK-20.
September 21 – October 2	FINAL WINDOW. October 2 is the DEADLINE for Final Observation, ILT Evaluation, and ILT Meeting (See page 48)	Field Supervisor completes an Observation Form in TK-20. Cooperating Teacher and Field Supervisor both complete an ILT Evaluation Form in TK-20. ST completes a Self-Evaluation and Impact Story.
September 28, Monday	Seminar 5, 12:00-4:00	Zoom
October 2, Friday	Final Day at First Site	Video Evaluation 1 due in TK-20. All evaluations finished and all paperwork uploaded to TK-20.
October 5, Monday	ROTATION 2 BEGINS	(or date determined by the Music Education Coordinator)
October 19, Monday	Seminar 6, 12:00-4:00	Career Center
October 26 – November 5	MIDTERM WINDOW. October 30 is the DEADLINE for Midterm Observation, ILT Evaluation, and ILT Meeting (See page 48)	Cooperating Teacher completes an ILT Evaluation Form in TK-20. Field Supervisor completes an Observation Form in TK-20. ST submits Impact Story to TK-20.
November 2, Monday	Seminar 7, 12:00-4:00	Zoom
November 9 – November 20	FINAL WINDOW. November 20 is the DEADLINE for Final	Field Supervisor completes an Observation Form in TK-20.

	Observation, ILT Evaluation, and ILT Meeting (See page 48) NOTE: We are assuming the K-12 students will not return to campus after Thanksgiving Break.	Cooperating Teacher and Field Supervisor both complete an ILT Evaluation Form in TK-20. ST completes a Self-Evaluation and Impact Story.
	THANKSGIVING BREAK	TAMUC Students will follow their assigned district's calendar.
December 3, Thursday	Final Day of Student Teaching (or date determined by the Music Education Coordinator)	Video Evaluation 2 due in TK-20. All evaluations finished and all paperwork submitted to TK-20.
November 23, Monday	Seminar 8, 9:00-3:00	Zoom
December 7 – 11	Make-up week	(In the event a student accumulated more than 3 excused absences)
December 12, Saturday	Commencement, 8:30 am	Reception following in Music Building lobby

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

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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
Telephone 903.468.3082
Email: deborah.alford@tamuc.edu

Information regarding the TExES may be accessed at the following website:

<http://www.texas.ets.org/texas/> 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.

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-12 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

- TMEA Study Guide <https://www.tmea.org/divisions-regions/college/texas-review/practice-exam>
- 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://pact.tarleton.edu/tcert/>
- TExES study guides in A&M-Commerce Library
- eBooks at http://store.ets.org/store/ets/en_US/DisplayCategoryProductListPage/categoryID.35697300
- Region 10 Study Sessions: <http://www.region10.org/TPC/TExESStudySessions.html>
- PACT—Pre-Admission Content Tests <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.

GENERAL TIMETABLE

Week 1: Orientation – Placement 1

- 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.
- Take note of 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. Choose a day of the week to sit down together and plan for the following week. Put this appointment in your calendar.
- Begin brief teaching episodes, such as warm-ups in secondary settings, or teaching one activity in elementary general music classes.

Week 2: Induction

- Begin small teaching tasks (e.g., leading warm-ups, sectionals, teaching one activity). You may SHADOW your mentor. This means observing your mentor teach a class and then teaching the same material to another class exactly the same way.
- 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.

Week 3-4 Gradually take over the full teaching responsibilities and lesson planning of the mentor teacher's daily schedule.

1st Observation – Your Cooperating Teacher (Mentor) and University Supervisor (Liaison) will BOTH evaluate you. This does NOT have to occur on the same day. Afterward, the three of you must meet and discuss your progress. This is the ILT Meeting. Take notes, and use these notes to write your Impact Story. You will also complete a SELF-EVALUATION.

Week 5 Resident continues handling the day-to-day classroom responsibilities of the mentor teacher

Week 6 Resident continues handling the day-to-day classroom responsibilities of the mentor teacher

1st Placement/2nd Observation & ILT evaluation and meeting

Week 7 Resident continues handling the day-to-day classroom responsibilities of the mentor teacher

Week 8 **All-Level Rotation to New Placement**
Resident continues handling the day-to-day classroom responsibilities of the mentor teacher

Week 9 Resident continues handling the day-to-day classroom responsibilities of the mentor teacher.

2nd Placement/1st Observation

Week 10 Resident continues handling the day-to-day classroom responsibilities of the mentor teacher

Week 11 Resident continues handling the day-to-day classroom responsibilities of the mentor teacher

Week 12-14 Resident continues handling the day-to-day classroom responsibilities of the mentor teacher

2nd Placement/2nd Observation & ILT evaluation and meeting

Week 15 Last week for the Resident. (The resident may choose to remain at the school until a date determined by the mentor. This is STRONGLY encouraged.)
Resident should return all school district property (Keys, Teacher Editions, etc.)

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. It 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 not 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. **No matter what level/s you student teach, at least three hours of elementary professional development and three hours of secondary professional development are required.**
- Remind your Cooperating 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.
- Your Field Supervisor/s will observe you teach at least two times during your 8 weeks at the first site, and at least two times during your 8 weeks at the second site. 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 FIRST site and one from your SECOND 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

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 247</u>	EDUCATORS' CODE OF ETHICS
<u>RULE §247.1</u>	Purpose and Scope; Definitions

(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.

Educator Candidate's Signature

Date

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.

Educator Candidate's Signature

Date

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.

Educator Candidate's Signature

Date

WEEKLY CLASS OUTLINES

ALL music education student teachers are **required** to complete a weekly class outline when planning for upcoming classes each week. These will be due the Sunday BEFORE they are taught.

There is a suggested elementary level form and a secondary level form. It is highly recommended that Student Teachers use the following Weekly Class Outline templates **below** for this. If another format is used, all information on the templates below must be included.

- 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 weekly 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 your Field Supervisor (your secondary FS when you are at your secondary site and your elementary FS when you are at your elementary site) for **each grade level (elem) or class (sec) every week.**
- Put all the weekly outlines for one week into one long file. The name of the file 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 your FS by the Sunday before they are taught.
- To clarify, if your elementary site has six grade levels, put all six weekly outlines in a file, label it correctly, and send it to your FS.
- Note: if you are at your elementary site, you do NOT need to send your Weekly Class Outlines (WCOs) to your secondary FS, and vice-versa.
- 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) can be found on the Elementary Methods Dropbox. They are also available on the TAMUC music education website:**
<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 TEMPLATE

TEACHER NAME:

GRADE LEVEL:

DATE: WEEK OF...

PRIMARY OBJECTIVE:

SECONDARY OBJECTIVE:

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

ELEMENTARY MUSIC WEEKLY OUTLINE EXAMPLE

TEACHER NAME: Ima Teacher

GRADE LEVEL: 4

WEEK OF APRIL 2-6

PRIMARY OBJECTIVE: present and practice syn-CO-pa

SECONDARY OBJECTIVES:

- to perform an American folk dance accurately.
- to sing *drum sl d'* melodies accurately

PLAN	ACTIVITY	MATERIALS	LESSON STEPS	OBJECTIVES	TEKS	EST TIME
WELCOME/GATHERING SONG (welcomes 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's"	Toya puppet YouTube video	1. Tell story, inserting song. 2. Play game. 3. Show video of Jamaican girl singing song.	Preparing syn-CO-pa Singing voices Learning a song from Jamaica	MUS2A,2B SS20C PE1,4	5
TRANSITION			Students sing song on neutral syllable "bah" as they return to their seats. Sing again, patting the steady beat.			1
FAMILIAR ACTIVITY (calls attention to previous lesson)	"Hill and Gully Rider" (G)	ppt YouTube video map	1. Sing song, inviting children to sing the response, with do, then mi, then sol. 2. Perform the movement with demonstration group 3. Play YouTube of Jamaicans singing the song. Discuss Mento music, including instruments used. 4. Invite students to play a thumb piano.	Preparing syn-CO-pa Jamaican Mento music	MUS1A MUS2A,2B MUS5A SS2A SS6A SS20A,C PE1,4	7
TRANSITION			Instruct students to chant "hill and gully, rest" as an ostinato while I chant "Come Play the Drum." Ask the students to note the places where the ostinato and the poem are the same or similar.			1
HIGH CONCENTRATION (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. (<i>Who moan for me?</i>) 2. Play "Follow My Finger" with solfege ladder (dms, d'ims, smdms, etc) 3. Tap the rhythm of the song on the solfege ladder. Children audiate.		MUS1B MUS3A	4
RELATED/ RELAXED (game, movement, or listening)	"Ridin' in a Buggy" (D)	ppt of text	1. Sing song for the children, inviting them to join as they are able. 2. Perform the dance. Review the history of the dance.	Reviewing folk dance	MUS2A,2B PE1,4 SS20C	5
TRANSITION			Display syn-CO-pa titi titi 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" (F)	ppt of rhythm; movement ideas: snap, pat, wings, clap, etc.	1. Review song. 2. Add four pats 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 (provides 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 1.2.1 (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 1.2.1 (B) – Perform expressively using correct technique –
 The student will perform with musicality and using healthy singing/playing technique

Performance/Expression 1.2.2 (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

Day	Activity	Materials	Procedures
Monday	Warm Ups		
	Sight Reading		
	Repertoire		
Tuesday	Warm Ups		
	Sight Reading		
	Repertoire		
Wednesday	Warm Ups		
	Sight Reading		
	Repertoire		
Thursday	Warm Ups		
	Sight Reading		
	Repertoire		
Friday	Warm Ups		
	Sight Reading		
	Repertoire		

SECONDARY MUSIC WEEKLY OUTLINE EXAMPLE (Band)

Southwest High School – Wind Symphony

Student's Name: Andrea Bangolan

Weekly outline for the week of: February 19 – 23, 2018

School: Southwest High School

Mentor: Jeff De Maagd

Liaison: Mr. Bill Watson

TEKS High School Music – Level IV

117.313.3

Knowledge & Skills

Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms.

- B) analyze advanced musical textures while using a melodic reading system;
- C) analyze concepts of music notation, intervals, and chord structure using appropriate terminology;
- D) analyze concepts of rhythm and meter using appropriate terminology and counting systems;
- E) analyze musical forms in music selected for performance and listening;
- H) concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics and timbre using literature selected for performance

Knowledge & Skills

Foundations: music literacy. The student reads and notates music using an appropriate notation system.

- A) read and notate music that incorporates advanced melodies and rhythms;
- B) interpret music symbols and expressive terms.

Creative Expression

The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills.

- A) demonstrate mature, characteristic sound appropriate for the genre;
- B) analyze and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, articulation, vibrato, fingerings, phrasing, independent manual dexterities, and percussion techniques;
- C) demonstrate rhythmic accuracy using complex patterns at an appropriate tempo;
- D) demonstrate observance of key signatures and modalities;
- E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics;

Historical and cultural relevance.

The student relates music to history, culture, and the world.

- A) discriminate representative examples of music by genre, style, culture, and historical period;

Critical evaluation and response

The student responds to and evaluates written music and musical performance in formal and informal settings.

- B) create and apply specific criteria for evaluating performances of various musical styles;
- C) create and apply specific criteria for offering constructive feedback using a variety of musical performances;
- D) develop processes for self-evaluation and select tools for personal artistic improvement; and evaluate musical performances and compositions
- E) evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement

Monday			
ACTIVITY	Warm-Up, Time: 60 min	Sight-Reading	Repertoire, Time: 50 min Pack-up / Tear Down, Time: 5 min
MATERIALS	Southwest HS Wind Symphony Fundamental Exercise Compilation <ul style="list-style-type: none"> • includes exercises inspired by Foundations of Superior Performance by Jeff King, exercises by: Vincent Cichowicz, Emory Remington, Clarke Studies and Arban's 	N/A	March of the Mogul Emperors (from the Crown of India Suite) – Edward Elgar arr. Frank Winterbottom O Magnum Mysterium – Morten Lauridsen arr. H. Robert Reynolds Redline Tango – John Mackey
PROCEDURES	<u>Vocalization</u> -The band is played a B flat Major chord using the Harmony Director -The students sing the pitches on solfege as directed by the conductor. -Starting with do, mi, sol then re, fa and la are added -Pitch bending on do, mi & sol --Add the pattern "sol, la, fa, sol, sol" (melodic quote from O Magnum Mysterium)	N/A	<u>March of the Mogul Emperors</u> -focus on deep, romantic, SYMPHONIC sound (not modern like Mackey or choral like Lauridsen) -full dark tones from brass -begin reading through the

Teacher Education Field Based Program – Student Teacher Reference Guide

<p><u>Long tones</u> -Remington Exercises --Descending & Ascending --using ascending intervals(minor second to perfect fourth) different students are chosen to play a random interval and the band has to identify what interval it played</p> <p><u>Cichowicz Exercise (Flow Studies)</u> --Up to Concert B flat --students are used as models for sound/tone & accuracy/tuning --every day different students are chosen to perform a line & lead their peers in the exercise (either from their seats & students listen to the breath OR from the podium)</p> <p><u>Lip Flexibilities/Dexterity</u> -Brass play lip flexibilities focusing on expanding range on their instrument and clear slurs between large intervals -Woodwinds perform a technical exercise that corresponds with the key of the brass lip slur -every student plays their assigned exercise for the entire band -section grades are given based on the percentage of students that have passed their scale</p> <p><u>Scales</u> -scales played in sixteenth notes: All Major Scales</p> <p><u>Articulation</u> -Legato, Lifted, Marcato & Staccato Articulations --Concert B flat or F --different exercise to choose from, all utilize either the F or B flat major scales --almost ALWAYS use an articulation exercise that includes sixteenth notes</p>	<p>second phrase</p> <p><u>Redline Tango</u> -review & refine rehearsal letters E thru H (slow chamber music section) -work to emphasize accents more to encourage the macro feel -listen to solo lines & “sound effects” to correctly balance between the different instruments (Trombone vs. Soprano Sax. Etc) -now that solo lines need to evoke passionate tango emotion</p> <p><u>O Magnum Mysterium</u> - refine tuning & balance issues starting at rehearsal letter H through the end</p>
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<p><u>Tuning</u> -If there are noticeable tuning issues then the students are tuned individually using tonal energy but the students are entirely responsible for interpreting the tuner and making adjustments</p> <p><u>Concepts Throughout Warm-up</u> -different sections are called on to play & model throughout the warm-up and the other students listen & must be able to answer questions afterwards -fundamental exercises are added/subtracted every day depending on the discretion of the director</p>	
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Tuesday			
ACTIVITY	Warm-Up, Time: 60 min	Sight-Reading	Repertoire, Time: 50 min Pack-up / Tear Down, Time: 5 min
MATERIALS	Southwest HS Wind Symphony Fundamental Exercise Compilation <ul style="list-style-type: none"> • includes exercises inspired by Foundations of Superior Performance by Jeff King, exercises by: Vincent Cichowicz, Emory Remington, Clarke Studies and Arban’s 	N/A	March of the Mogul Emperors (from the Crown of India Suite) – Edward Elgar arr. Frank Winterbottom O Magnum Mysterium – Morten Lauridsen arr. H. Robert Reynolds Redline Tango – John Mackey
PROCEDURES	<p><u>Vocalization</u> -The band is played a B flat Major chord using the Harmony Director -The students sing the pitches on solfege as directed by the conductor. -Starting with do, mi, sol then re, fa and la are added -Pitch bending on do, mi & sol --Add the pattern “sol, la, fa, sol, sol” (melodic quote from O Magnum Mysterium)</p>	N/A	<p><u>March of the Mogul Emperors</u> -full dark tones from brass -review the first half of the second strain</p> <p><u>Redline Tango</u> -review & refine rehearsal</p>

SECONDARY MUSIC WEEKLY OUTLINE EXAMPLE (Choral)

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 1.2.1 (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 1.2.1 (B) – Perform expressively using correct technique –

The student will perform with musicality and using healthy singing technique

Performance/Expression 1.2.2 (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

Day	Activity	Materials	Procedures	
Monday	Warm Ups		Breathing, 5-note hum, zing a mama, solfege interval drills	
	Sight Reading	Smart Book Ex. 6	Count rhythm, Chant w/ solfege, Sing Ex.	
	Dessert Show Music	Conga Rhythm	(Conga) review rhythms, add words to rhythm, and introduce parts on chorus.	
Tuesday		Sister Act Medley	Review beginning learned last week, start on parts on "I Will Follow Him"	
	Warm Ups		Breathing, zing a mama, 5-tone descending scale (vowels)	
	Sight Reading	Smart Book Ex. 7	Count rhythm, Chant w/ solfege, Sing Ex.	
Wednesday	Dessert Show Music	Conga Rhythm	Review chorus work from previous day, add parts on end and beginning of song	
		Sister Act Medley	Review previous work, start working on "Shout!" on parts	
	Warm Ups		Breathing, 5-tone descending on 'oo', Interval drills	
Thursday	Sight Reading	Smart Book	Smart Book page 23 – work on audiating before singing through a line	
		Dessert Show Music	Conga Rhythm	Review previous day's work on parts, add call and response on verses
			Sister Act Medley	Continue to work on parts on "Shout!"
	Warm Ups		Breathing, Sustain 'oo' cres/decre, zing-a-mama	
	Sight Reading	Smart Book	page 42 – Work in sections to chant solfege and then come back together to sing all together	
Friday	Dessert Show Music	Conga Rhythm	(Conga) Put beginning, chorus, verses and end together, (Rhythm is Gonna Get You) chant rhythms on words, add parts on chorus, start memorizing	
			Sister Act Medley	Piece together Sister Act Medley
	Warm Ups		Breathing, Alleluia, staccato tonic ex., 3-part chord drills	
	Sight Reading	Smart Book Ex. 8	Study silently, Silent Sing, Chant w/ solfege, Sing Ex.	
	Dessert Show Music	Conga Rhythm	(Conga) review all parts, (Rhythm is Gonna Get You) chant rhythm on words and add parts to call/response verses	
		Sister Act Medley	Review all parts and start memorizing	

ORIGINAL LESSON PLANS

Student Teachers will create secondary lesson/rehearsal plans and elementary lessons (teaching strategies) for their e-portfolios. Some of 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.”

It is strongly suggested Student Teachers use the following lesson plan templates for these lesson plans. Any other format used should show similar rigor and thoroughness.

ELEMENTARY GENERAL MUSIC TEMPLATE

TEACHING STRATEGY FOR *(concept)*

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	Analysis
Comprehension	Synthesis
Application	Evaluation

Intelligences: *(indicate intelligences addressed in the lesson)*

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

Classroom Strategies: *(indicate strategies used in the lesson)*

Cooperative Groups	Hands-On	Peer tutoring
Technology	Centers	Whole-group
Simulation	Pairing	Problem Solving
Charts/Graphs/Maps	Lecture	

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.)*

- (for a child with special needs)*
- (for an English Language Learner)*

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

~~~~~

### READINESS

**Before learning \_\_, students must be able to:**

- *(identify, read, write, sing, play, etc.)*

**Known vocabulary must include:**

~~~~~

PREPARATION SEGMENTS

Aural:

Verbal:

Visual:

Physical:

~~~~~

### PRESENTATION LESSON

**Greeting/Greeting Song:**

**Familiar Material:**

Transition:

**High Concentration:**

Transition:

**Relaxation/Change of Pace:**

Transition:

**Moderate Concentration:**

Transition:

**Closing:**

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

~~~~~

PRACTICE SEGMENTS

Early Practice *(known repertoire in known context)*

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

~~~~~

**ASSESSMENT**

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

**SELF-REFLECTION ON THE LESSON**

*(Describe moments of success, difficulty, unexpectedness, etc.)*

## ELEMENTARY GENERAL MUSIC EXAMPLE

### ORIGINAL TEACHING STRATEGY FOR *syn-CO-pa*

Prepared by: Darla Meek

Suggested Grade Level: 4

#### Primary Objectives: The students will...

- read patterns including syn-CO-pa from notation
- identify syn-CO-pa patterns in known and unknown songs by ear
- translate patterns into rhythm syllables

#### Secondary Objectives: The students will...

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

#### Materials Needed:

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

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

#### Sources:

- All songs in public domain. Lesson Plans from Darla Meek Collection.
- Weikart, Phyllis. (2006.) *Teaching Movement and Dance*, sixth edition: High Scope Education Research Foundation, p. 145.

#### TEKS Achieved:

##### Music

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

##### Social Studies

- summarize reasons for European exploration and settlement in the Western Hemisphere
- explain how developments in transportation and communication have influenced economic activities
- identify the similarities and differences within and among selected racial, ethnic, and religious groups

- summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.

**Physical Education**

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

**Bloom’s Taxonomy:**

|               |            |
|---------------|------------|
| Knowledge     | Analysis   |
| Comprehension | Synthesis  |
| Application   | Evaluation |

**Intelligences:**

|                   |                |
|-------------------|----------------|
| Auditory          | Visual/Spatial |
| Kinesthetic       | Logical/Math   |
| Verbal/Linguistic | Musical        |
| Intrapersonal     | Interpersonal  |

**Classroom Strategies:**

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

**Accommodations:**

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

**Items to Anticipate:**

- Classroom management while playing barred instruments
- Sharing drums with partners



**READINESS**

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

- Distinguish, read, write, and perform ♪ ♪♪ { and ♪ 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     |



**PREPARATION SEGMENTS**

**Aural:**

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



**PRESENTATION LESSON**

**Greeting/Greeting Song:**

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

**Familiar Material:**

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



- Teach the pattern with body percussion: pat-clap-clap-pat-clap. Sing the song for the students as they perform the body percussion with you while chanting “flashing with silver.”

**Transition:**

- Ask the students to perform the pattern with the second half first! (♩ ♩ ♩ ♩)

**High Concentration:**

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

**Transition:**

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

**Relaxation/Change of Pace:**

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

**Transition:**

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

**Moderate Concentration:**

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

**Transition:**

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

**Final Activity:**

- “Black Snake” game.

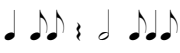
**Closing:**

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



### 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



### 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

**Name:**

**Date of Lesson:**

**Ensemble:**

**Primary Goal:**

**Secondary Goal:**

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

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

**Modification for ELL, gifted and talented, or SpEd:**

### Lesson Plan Format

#### Procedures

Time

#### **Warm-ups:**

Time

Needed:

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

#### **Sight-Reading:**

Time

Needed:

Title of Piece/Exercise #1:

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

#### **Rehearsal/Review Previous Assignments:**

Time

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.*): Time

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

Needed:

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

**Closure:** Time

Needed:

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

**Reflection on Lesson:** (*instructor thoughts after the lesson has been taught*)

## ENSEMBLE REHEARSAL LESSON PLAN EXAMPLE (Band)

**Name:** Peter Percussionist

**Ensemble:** Beginning Percussion

**Date of Lesson:** Sept. 6, 2018

**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.**

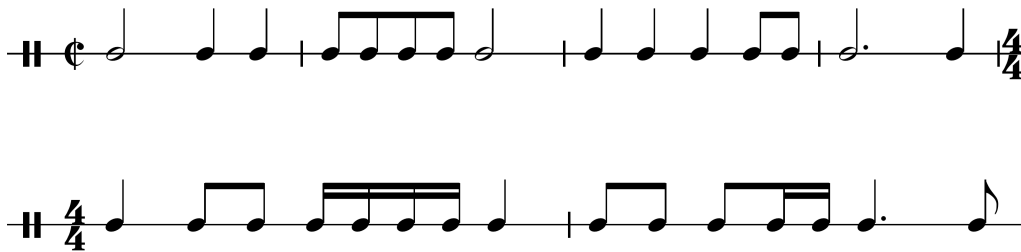
8 on a hand exercise on snare drum (1/4 = 70-80)  
(mf dynamic to begin, change tempo and dynamics)  
Accent Tap Exercise (1/4 = 70-80)  
(F-p dynamics)  
Roll Exercise (1/4 = 70-80)  
(All dynamics, closed and open rolls)

**Review:** Review 4/4 and 2/4 time signatures **10 Min.**  
 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. **10 Min.**  
**Define** Cut Time and its theoretical relation to 4/4 and 2/4 Time Signatures  
 Have students **play** Exercise #24.A-D from *Successful Steps to Beginning Percussion* – Kenan Wylie  
 Have Students **clap and count** the rhythms  
**Provide** various Cut Time examples

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



**Application:** **Question and Discuss** significance of Cut Time **20 Min**  
 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:

- Sight-sing sol-si-la configurations accurately
- 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

#### Procedures

#### Time

#### **Warm-Ups:**

**7 min.**

Breathing Exercise (in, suspend, out)

Objective: Become aware of body when using correct breathing technique and extend breath support

Assessment: watch for proper inhalation and listen for correct use of breath

Zu-a-zu-a-zu (*dmrfmssfmrd*)

Objective: Warm up voice using tall vowels and connected air between consonants

Assessment: Watch for participation and listen for desired phrasing and vowel shape

Mi-Me-Ma-Mo-Mu (*sssfmrd*)

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

Assessment: Listen for resonance, tall vowels and connect phrasing

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

Objective: Practice intervals of the major scale

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

### Sight-Reading Exercise:

**12 min.**

#### Exercise #6

1. Objective: Sight read with accuracy, confidence; F Maj., *fa* chord, eighth notes
2. Process:
  - Find key, *do*
  - ask questions about intervals, rhythm, chords, etc.
  - Audiate with hand signs
  - Chant syllables with hand signs – correct as needed
  - Establish key: sing *do*, major scale, tonic chord, beginning pitches
  - Sing exercise using solfege/hand signs...pulsing the beat - slow, steady tempo
  - Address errors, practice interval/rhythm missed; compliment accuracy
  - Sing exercise again with corrections
3. Items to anticipate: *si - fa - la* m. 3 moving eighth notes in m. 1, 3, 5, 7, 11, 15  
*si-do-fa* m. 3, repeated notes m. 4, 8, 12  
Altos moving from *la- do* in m. 3, moving eighth notes
4. Assessment: Informal - Watch for participation via hand signs and attention to the music, listen for correct syllables, pitches and rhythm

### Repertoire:

#### “May”

**15 min.**

1. Objective: Review “chorus” part and different layering of parts, add text
2. Activities:
  - Review individual parts on solfege (m. 3-11, 25-35, 46-61)
  - Introduce altered pitch in m. 12 (sol si la) all parts
  - Practice parts together; listen for layering of parts, individual entrances
  - Introduce the text; focus on melodic/rhythmic precision and vowel unity
3. Items to anticipate:
  - Altered syllables in m. 12 for all parts
  - Sopranos 1 not ready for entrance in m. 26, 28 and 31
  - Hearing layering parts in chorus and where to cut off
4. Assessment: Informal - Listen and watch for participation via hand signs; singing correct solfege, altered tones and unified vowels

#### “Ah, Dear Heart”

**12 min.**

1. Objective: Run through piece checking for accuracy, warm sound, and musicality



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

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

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

**Reflection on the lesson:**



## GROWTH PLAN

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

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

Student Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Mentor \_\_\_\_\_ Liaison \_\_\_\_\_

| Area/s of Concern                                                   | Action to be Taken | Target Date for Change of Behavior |
|---------------------------------------------------------------------|--------------------|------------------------------------|
| Late arrival to school                                              |                    |                                    |
| Excessive absences from school                                      |                    |                                    |
| Failure to notify mentor/school prior to absence                    |                    |                                    |
| Poor attitude                                                       |                    |                                    |
| Poorly prepared for class lesson                                    |                    |                                    |
| Materials not prepared                                              |                    |                                    |
| Showing no initiative to perform task or duty                       |                    |                                    |
| Inability to prioritize professional practices and responsibilities |                    |                                    |
| Lack of professional appearance                                     |                    |                                    |

Teacher Education Field Based Program – Student Teacher Reference Guide

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|                                          |  |  |
|------------------------------------------|--|--|
| Inappropriate involvement with student/s |  |  |
| Lack of respect for school policies      |  |  |
| Other as needed                          |  |  |

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Music Ed Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Dept. Head Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director, Ed Certification: \_\_\_\_\_ Date: \_\_\_\_\_

To be filed with Educator Certification Office and Office of Curriculum and Instruction.

## Formal Observations and ILT Meetings

### ALL-LEVEL

Please review the documents carefully and research the T-TESS procedures and policies. You are responsible for all aspects of the appraisal process.

#### 1<sup>st</sup> Placement/1<sup>st</sup> Observation:

- Resident: Daily Lesson Plan is developed, e-mailed to field supervisor 24 hours before the observation, plus uploaded to Tk20
- Field-Supervisor/University Liaison: Completes the Observation form in Tk20
- ALL—will acknowledge attendance and participation within Tk20
- Impact Paper: Completed by resident after the observation and uploaded to Tk20

#### 1<sup>st</sup> Placement/2<sup>nd</sup> Observation:

- Resident: Daily Lesson Plan is developed, e-mailed to field supervisor 24 hours before the observation, plus uploaded to Tk20
- Field-Supervisor/University Liaison: Completes the Observation form in Tk20
- First ILT Meeting with Mentor, Liaison, and Student
- Resident: Completes ILT Evaluation form in Tk20 (self-evaluation)
- Mentor: Completes ILT Evaluation form in Tk20
- Field-Supervisor/University Liaison: Completes ILT Evaluation form in Tk20
- Impact Paper: Completed by resident after the observation/meeting & uploaded to Tk20

#### 2<sup>nd</sup> Placement/1<sup>st</sup> Observation:

- Resident: Daily Lesson Plan is developed, e-mailed to field supervisor 24 hours before the observation, plus uploaded to Tk20
- Field-Supervisor/University Liaison: Completes the Observation form in Tk20
- ALL—will acknowledge attendance and participation within Tk20
- Impact Paper: Completed by resident after the observation and uploaded to Tk20

#### 2<sup>nd</sup> Placement/2<sup>nd</sup> Observation:

- Resident: Daily Lesson Plan is developed, e-mailed to field supervisor 24 hours before the observation, plus uploaded to Tk20
- Field-Supervisor/University Liaison: Completes the Observation form in Tk20
- First ILT Meeting with Mentor, Liaison, and Student
- Resident: Completes ILT Evaluation form in Tk20
- Mentor: Completes ILT Evaluation form
- Field-Supervisor/University Liaison: Completes ILT Evaluation form in Tk20
- Impact Paper: Completed by resident after the observation/meeting & uploaded to Tk20

# Texas A&M University-Commerce



## Student Teacher Observation Form

Indicate one: Elementary Secondary

Indicate one: Cooperating Teacher University Field Supervisor Resident

Resident:

Date:

CWID#:

District:

Cooperating Teacher:

Campus:

FS/Field Supervisor

Content:

Begin Time:

|           |                      |
|-----------|----------------------|
| End Time: | <input type="text"/> |
|-----------|----------------------|

Duration:

**Lesson Plan: Submitted prior to class**

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

| Domain 1: Planning                                                                                                                                                                              |            |                    |                |                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------|----------------|---------------------------------------------------------------------------------------------------------------------|
| <b>1.1 Standards &amp; Alignment: The resident designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</b> |            |                    |                |                                                                                                                     |
| Proficient                                                                                                                                                                                      | Developing | Improvement Needed | Not Applicable | Lesson plan goals and objectives are aligned with TEKS                                                              |
| Proficient                                                                                                                                                                                      | Developing | Improvement Needed | Not Applicable | Anticipated time allotted for appropriate pacing and sequencing is evident within the lesson plan                   |
| Proficient                                                                                                                                                                                      | Developing | Improvement Needed | Not Applicable | Anticipatory set is well planned                                                                                    |
| Proficient                                                                                                                                                                                      | Developing | Improvement Needed | Not Applicable | Closure of lesson is well planned: Summary of Lesson, Preview of Future Lessons & Class Reminders                   |
| <b>1.2 Data &amp; Assessment: The resident uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instructions.</b>                     |            |                    |                |                                                                                                                     |
| Proficient                                                                                                                                                                                      | Developing | Improvement Needed | Not Applicable | Formal and informal assessments are planned to monitor progress of all students to give students effective feedback |
| <b>1.3 Knowledge of Students: The resident ensures high levels of learning, social-emotional development and achievement for all students.</b>                                                  |            |                    |                |                                                                                                                     |

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|                                                                                                                             |            |                    |                |                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------|------------|--------------------|----------------|---------------------------------------------------------------------------------------------------------|
| Proficient                                                                                                                  | Developing | Improvement Needed | Not Applicable | Lesson planned connects to students' prior knowledge and experiences                                    |
| Proficient                                                                                                                  | Developing | Improvement Needed | Not Applicable | Opportunities planned for students to utilize their individual learning patterns, habits and needs      |
| Proficient                                                                                                                  | Developing | Improvement Needed | Not Applicable | Modifications and accommodations are evident for ELL/ESL                                                |
| Proficient                                                                                                                  | Developing | Improvement Needed | Not Applicable | Modifications and accommodations are evident for Special Education and Gifted & Talented                |
| <b>1.4 Activities: The resident plans engaging, flexible lessons that encourages higher-order thinking and achievement.</b> |            |                    |                |                                                                                                         |
| Proficient                                                                                                                  | Developing | Improvement Needed | Not Applicable | Plans a variety of instructional strategies/activities and transitions to promote higher order thinking |
| Proficient                                                                                                                  | Developing | Improvement Needed | Not Applicable | Prepares questioning strategies that promote different levels of thinking (e.g., Bloom's Taxonomy)      |
| Proficient                                                                                                                  | Developing | Improvement Needed | Not Applicable | Integrates technology as applicable and appropriate                                                     |
| Proficient                                                                                                                  | Developing | Improvement Needed | Not Applicable | Aligned resources and instructional materials to lesson objectives                                      |
| Domain 1 Evidence/Comments (optional)                                                                                       |            |                    |                |                                                                                                         |

| <b>Domain 2: Instruction</b>                                                                                                                                                                     |            |                    |                |                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.1 Achieving Expectations: The resident supports all learners in pursuit of high levels of academic and social-emotional success,</b>                                                        |            |                    |                |                                                                                                                                       |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Sets clear academic expectations that challenge all students                                                                          |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Persists in using a variety of strategies for success of all students                                                                 |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Provides students opportunities to take initiative of their own learning                                                              |
| <b>2.2 Content Knowledge &amp; Expertise: The resident uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</b> |            |                    |                |                                                                                                                                       |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Exhibits strong working knowledge of content area                                                                                     |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Anticipatory set is evident and well implemented                                                                                      |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Integrates learning objectives with other disciplines and real world experience                                                       |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Recognizes possible student misunderstandings and responds with various instructional strategies to clarify concepts and instructions |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Incorporates effective questioning techniques (e.g., scaffolding, wait time, grade-level appropriate)                                 |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Closure of lesson is evident and well implemented                                                                                     |
| <b>2.3 Communication: The resident clearly and accurately communicates to support persistence, deeper learning, and effective effort.</b>                                                        |            |                    |                |                                                                                                                                       |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Explains content and directions/procedures appropriately and connects with students                                                   |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Establishes classroom practices that provide opportunities for students to communicate effectively with the teacher and peers         |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Demonstrates effective oral and written communication                                                                                 |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Demonstrates effective and appropriate nonverbal skills                                                                               |
| <b>2.4 Differentiation: The resident differentiates instruction, aligning methods and techniques to diverse student needs.</b>                                                                   |            |                    |                |                                                                                                                                       |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Guides students to express thoughts and views appropriately                                                                           |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Fosters climate and implements curriculum for diverse learners that encourages students to be academically bold                       |
| <b>2.5 Monitor &amp; Adjust: The resident formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</b>                                     |            |                    |                |                                                                                                                                       |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Consistently invites input from students in order to monitor and adjust instruction and activities                                    |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Adjusts instruction and activities to maintain student engagement                                                                     |
| Proficient                                                                                                                                                                                       | Developing | Improvement Needed | Not Applicable | Monitors students' behavior and responses for engagement and understanding                                                            |

|                                                                                                                                     |            |                    |                |                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Domain 2 Evidence/Comments (optional)                                                                                               |            |                    |                |                                                                                                                                      |
| <b>Domain 3: Learning Environment</b>                                                                                               |            |                    |                |                                                                                                                                      |
| <b>3.1 Classroom Environment, Routines, and Procedures: The resident organizes a safe, accessible and efficient classroom.</b>      |            |                    |                |                                                                                                                                      |
| Proficient                                                                                                                          | Developing | Improvement Needed | Not Applicable | Procedures, routines, and transitions are evident, clear, and efficient                                                              |
| Proficient                                                                                                                          | Developing | Improvement Needed | Not Applicable | The classroom is safe and organized to support learning objectives and is accessible to students.                                    |
| <b>3.2 Managing Student Behavior: The resident establishes, communicates and maintains clear expectations for student behavior.</b> |            |                    |                |                                                                                                                                      |
| Proficient                                                                                                                          | Developing | Improvement Needed | Not Applicable | Consistently monitors student behavior in a positive and appropriate manner by identifying and redirecting off-task behavior         |
| Proficient                                                                                                                          | Developing | Improvement Needed | Not Applicable | Consistently implements of the campus and classroom behavior management systems                                                      |
| <b>3.3 Classroom Culture: The resident leads a mutually respectful and collaborative class of actively engaged learners.</b>        |            |                    |                |                                                                                                                                      |
| Proficient                                                                                                                          | Developing | Improvement Needed | Not Applicable | Students are engaged in relevant and meaningful learning activities (e.g., independent and cooperative as appropriate)               |
| Proficient                                                                                                                          | Developing | Improvement Needed | Not Applicable | Students are actively participating by answering questions and collaborating with peers and teacher                                  |
| Proficient                                                                                                                          | Developing | Improvement Needed | Not Applicable | Promotes development of a positive self-concept in students by providing encouragement, praise, and proper support for all students. |
| Domain 3 Evidence/Comments (optional)                                                                                               |            |                    |                |                                                                                                                                      |
| <b>Domain 4: Professional Practices and Responsibilities</b>                                                                        |            |                    |                |                                                                                                                                      |
| Proficient                                                                                                                          | Developing | Improvement Needed | Not Applicable | Exhibits professionalism (e.g., attendance and professional appearance)                                                              |
| Proficient                                                                                                                          | Developing | Improvement Needed | Not Applicable | Establishes positive, productive relationships with administration, faculty, staff, parents, and students                            |
| Proficient                                                                                                                          | Developing | Improvement Needed | Not Applicable | Responds positively to supervision and makes corrections for improvement                                                             |
| Domain 4 Evidence/Comments (optional)                                                                                               |            |                    |                |                                                                                                                                      |



| <b>Subsection A: Physical Education Residents Only</b> |            |                    |                |                                                                                                                                                                                                       |
|--------------------------------------------------------|------------|--------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Emphasizes knowledge and skills for a lifetime of physical activity promoting health related fitness                                                                                                  |
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Encourages students to participate and be physically active during class period                                                                                                                       |
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Organization of a well-developed lesson is evident, including support materials and developmentally appropriate equipment ready at the beginning of class                                             |
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Communication in the classroom includes: Voice projection (coaching voice) along with communication devices (whistle/microphone) as appropriate                                                       |
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Lesson includes: Warm-up, TEKS and grade-level appropriate activities, and cool-down with students engaged in relevant and meaningful physical activities a minimum of 60% of the instructional time. |
| Subsection A: Evidence/Comments (optional)             |            |                    |                |                                                                                                                                                                                                       |
| <b>Subsection B: Music Education Residents Only</b>    |            |                    |                |                                                                                                                                                                                                       |
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Maintains eye contact while speaking and/or conducting                                                                                                                                                |
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Evidence of extensive score study as indicated by effective lesson plans and execution, and markings on the score.                                                                                    |
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Exhibits knowledge of all instruments concerning tone production, tuning tendencies, and fingerings                                                                                                   |
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Establishes proper rapport with students in rehearsal                                                                                                                                                 |
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Evidence of understanding the musical aspects of a piece as evidenced by phrasing suggestions, dynamics, direction of phrase, and by appropriate conducting, gestures, and facial expressions.        |
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Evidence of proper and logical sequencing when teaching concepts.                                                                                                                                     |
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Evidence of an understanding of critical elements of an effective warm-up                                                                                                                             |
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Demonstrates knowledge/mastery of instrumental/vocal/piano skills                                                                                                                                     |
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Utilizes appropriate gestures (conducting, hand signs, kinesthetic movement) to convey meaningful musical intent                                                                                      |
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Continually assesses (listens to) student performance and offers specific instruction for improvement                                                                                                 |
| Proficient                                             | Developing | Improvement Needed | Not Applicable | Engages students in assessment of their own mastery of desired musical skills.                                                                                                                        |

Subsection B: Evidence/Comments (optional)

**Three commendable aspects of the observation:**

**Three suggestions related to the observation:**

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Evaluator Signature: Cooperating Teacher

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Student Teacher Signature

## Instructional Leadership Team Evaluation Form



Indicate one: Elementary      Secondary

Indicate one: Mentor      Field-Supervisor/University Liaison      Resident

|             |          |                     |  |
|-------------|----------|---------------------|--|
| Resident:   |          | Date:               |  |
| CWID#:      |          | Overall Average:    |  |
| Mentor:     |          | Letter Grade:       |  |
| FS/Liaison: |          | District:           |  |
| School:     | Content: | Grade Level Taught: |  |

### Rating System:

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

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

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

Domain 1: \_\_\_\_\_ Domain 2: \_\_\_\_\_ Domain 3: \_\_\_\_\_ Domain 4: \_\_\_\_\_ Overall Average: \_\_\_\_\_

#### Letter Grade Scale

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

\_\_\_\_\_  
Resident Signature

\_\_\_\_\_  
Mentor Teacher Signature

\_\_\_\_\_  
Field Supervisory/ Liaison Signature

\_\_\_\_\_  
Date

| <b>Domain 1: Planning</b>                                                                                                                                                                    |                   |                   |                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|---------------------------|
|                                                                                                                                                                                              | <b>Proficient</b> | <b>Developing</b> | <b>Improvement Needed</b> |
|                                                                                                                                                                                              | <b>5 or 4</b>     | <b>3 or 2</b>     | <b>1 or 0</b>             |
| 1.1 Standards & Alignment: The intern/resident designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.  |                   |                   |                           |
| 1.2 Data & Assessment: The intern/resident uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.                       |                   |                   |                           |
| 1.3 Knowledge of Students: The intern/resident ensures high levels of learning, social-emotional development and achievement for all students.                                               |                   |                   |                           |
| 1.4 Activities: The intern/resident plans engaging, flexible lessons that encourage higher-order thinking and achievement.                                                                   |                   |                   |                           |
| <b>Evidence/Comments:</b>                                                                                                                                                                    |                   |                   |                           |
| <br><br><br><br><br><br><br><br><br><br>                                                                                                                                                     |                   |                   |                           |
| <b>Domain 2: Instruction</b>                                                                                                                                                                 |                   |                   |                           |
|                                                                                                                                                                                              | <b>Proficient</b> | <b>Developing</b> | <b>Improvement Needed</b> |
|                                                                                                                                                                                              | <b>5 or 4</b>     | <b>3 or 2</b>     | <b>1 or 0</b>             |
| 2.1 Achieving Expectations: The intern/resident supports all learners in their pursuit of high levels of academic and social-emotional success.                                              |                   |                   |                           |
| 2.2 Content Knowledge & Expertise: The intern/resident uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. |                   |                   |                           |
| 2.3 Communication: The intern/resident clearly and accurately communicates to support persistence, deeper learning and effective effort.                                                     |                   |                   |                           |
| 2.4 Differentiation: The intern/resident differentiates instruction, aligning methods and techniques to diverse student needs.                                                               |                   |                   |                           |
| 2.5 Monitor & Adjust: The intern/resident formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.                                     |                   |                   |                           |
| <b>Evidence/Comments:</b>                                                                                                                                                                    |                   |                   |                           |
| <br><br><br><br><br><br><br><br><br><br>                                                                                                                                                     |                   |                   |                           |
| <b>Domain 3: Learning Environment</b>                                                                                                                                                        |                   |                   |                           |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Proficient</b> | <b>Developing</b> | <b>Improvement Needed</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|---------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>5 or 4</b>     | <b>3 or 2</b>     | <b>1 or 0</b>             |
| 3.1 Classroom Environment, Routines, and Procedures: The intern/resident organizes a safe, accessible, and efficient classroom.                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                   |                           |
| 3.2 Managing Student Behavior: The intern/resident establishes, communicates and maintains clear expectations for student behavior.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |                   |                           |
| 3.3 Classroom Culture: The intern/resident leads a mutually respectful and collaborative class of actively engaged learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                   |                           |
| <b>Evidence/Comments:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                   |                   |                           |
| <b>Domain 4: Professional Practices and Responsibilities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                   |                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Proficient</b> | <b>Developing</b> | <b>Improvement Needed</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>5 or 4</b>     | <b>3 or 2</b>     | <b>1 or 0</b>             |
| 4.1 Professional Demeanor & Ethics: The intern/resident meets TAMUC and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities. (e.g., Code of Ethics and Standard Practices for Texas Educators). <ul style="list-style-type: none"> <li>• Develops positive, productive relationships with colleagues</li> <li>• Demonstrates initiative and positive attitude in performance of duties and responsibilities</li> <li>• Accepts and implements constructive suggestions for change and growth</li> </ul> |                   |                   |                           |
| 4.2 Goal Setting: The intern/resident reflects on his/her practices. <ul style="list-style-type: none"> <li>• Sets short and long-term professional goals based on self-assessment, reflections, and mentor/supervisor suggestions</li> <li>• Demonstrates initiative to meet the goals, resulting in improvement in teaching practices and student achievement</li> </ul>                                                                                                                                                                                                             |                   |                   |                           |
| 4.3 Professional Development: The intern/resident enhances the professional community. <ul style="list-style-type: none"> <li>• Demonstrates collaborative practices by participating in all scheduled district and campus professional development activities</li> <li>• Actively participates in pre/post meetings with the Instructional Leadership Team (ILT)</li> </ul>                                                                                                                                                                                                           |                   |                   |                           |
| 4.4 School Community Involvement: The intern/resident demonstrates initiative and leadership with students, colleagues, and community members in the school, district, and community through effective communication and outreach. <ul style="list-style-type: none"> <li>• Actively participates in extra duties throughout the school (e.g. bus duty, cafeteria duty, field trips, etc.)</li> </ul>                                                                                                                                                                                  |                   |                   |                           |
| 4.5 Professional Responsibility: The resident fulfills professional responsibilities in a timely and professional manner. <ul style="list-style-type: none"> <li>• All documents are professionally prepared and submitted correctly before the due date</li> <li>• Tk20 requirements are fulfilled correctly in a timely manner</li> </ul>                                                                                                                                                                                                                                            |                   |                   |                           |
| 4.6 Professional Communication: The resident communicates in a timely and professional manner. <ul style="list-style-type: none"> <li>• Responds professionally and promptly to all modes of communication</li> </ul>                                                                                                                                                                                                                                                                                                                                                                  |                   |                   |                           |
| <b>Evidence/Comments:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                   |                   |                           |