Music Education
Block I Teaching Handbook

for Block I teachers, mentors, and supervisors

Fall 2014
Mission
The mission of the Boise State University Department of Music in music education is to prepare music educators to teach general, instrumental, and choral music (kindergarten through grade 12) using innovative and effective teaching and assessment strategies that are based on current research and pedagogical theory. Students participate in several professional development sites prior to the student teaching experience to improve and refine their skills under the direction of professional music educators. Student teaching is to be the culminating event in the preparation of becoming outstanding music educators.

College of Education Conceptual Framework
Boise State University’s conceptual framework, “The Professional Educator,” establishes our shared vision in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and accountability.

The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

People
Block I teaching involves three groups of people.
• **Block I teacher** – the teacher intern, who aspires to independent professional status.
• **Mentor teacher** – an experienced teacher who will act as your guide.
• **University supervisor** – a BSU faculty member who monitors your progress.

Welcome Block I Teachers
Welcome to your Block I teaching experience. The purpose of this handbook is to provide policy and procedural information that will help you throughout this experience. Please keep this document in a safe place, and refer to it whenever you have a question before contacting your supervisor.

Welcome Mentor Teachers
Thank you for serving as a mentor teacher. We appreciate the time and effort required to advise and mentor Boise State University Block I teachers, and welcome your advice and expertise. As you know, preservice fieldwork is the most important time in every prospective music educator’s university program, and we look forward to working with you as partners in order to make this experience rewarding and successful for you as well as our preservice teachers.
Contact Info for University Supervisors at BSU

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Dr. Gregory Springer  
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Carola Winkle  
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208-407-6208 (cell)

Enrollment

Your enrollment at BSU during Block I teaching should match the catalog requirements for the Block I teaching experience—three courses in the College of Education. Block I students should be enrolled in the following classes:

- ED-CIFS 301, Teaching Experience I (1 credit)
- ED-CIFS 302, Learning and Instruction (4 credits)*
- ED-SPED 350, Teaching Students with Exceptional Needs (3 credits)

*Note: During the Fall 2014 semester, some students have been approved to take ED-CIFS 203 in lieu of ED-CIFS 302 due to a course conflict. See Dr. Springer if you have any questions about this enrollment requirement.

Take a moment as soon as possible to make sure you are enrolled in the correct classes in BroncoWeb.

Also, please successfully complete all course requirements for the ED-CIFS 301, ED-CIFS 302, and ED-SPED 350 courses, as these are the courses where you will be graded for your Block I teaching experience.

Placement Details

Dr. Springer places all Block I teachers with a mentor teacher in a choir, band, orchestra, or general music classroom. Placement details should have already been received.

Responsibilities of the Block I Teacher

Below are the responsibilities for all Block I teachers in music.

1. The Block I teacher is responsible for ALL of the information in this handbook.
2. Prepare thoroughly for each class and provide adequate outside time for this preparation. You must have a lesson plan for every class you teach, have studied the score in advance, and be completely familiar with the classroom materials.
3. Abide by all the school's rules.
4. In public, address your teaching colleagues as Mr./Ms./Mrs. and insist that your students address you as such.
5. Adopt the role of a teacher. You are the students' teacher, not their friend.
6. Act like a professional. See the section in this handbook on Professionalism as a Teacher Intern.
7. Complete all assignments that your supervisor asks of you. This may include journals, videos, paperwork, and other tasks.

8. It is your responsibility to manage classroom behavior following the classroom management techniques of your cooperating teacher. Be firm in your discipline and have high expectations for the students.

9. You are a guest in their house. Remember that Block I teaching is a preservice apprenticeship with the mentor teacher. Respect the teacher and the program while you are there. If there is a disagreement between you and your mentor, speak to your university supervisor immediately. Ultimately, the mentor teacher's wishes must remain final.

10. There will be a meeting with the Block I teacher, the mentor teacher, and the University supervisor early in the semester at your site to discuss the roles of Block I teacher and mentor teacher.

11. The College of Education requires a minimum of 50 hours of observation for Block I teachers in music. The beginning of the semester will primarily involve observation of the mentor teacher, but as the semester progresses, Block I teachers should be given teaching opportunities. These can begin in small-scale form (e.g., warming up the ensemble, teaching a chamber group) and gradually increase in scope.

12. Absences can happen due to illness or emergencies. An employed teacher has a sick leave policy to manage this. If you must miss a scheduled observation/teaching day, contact the mentor teacher immediately by cell phone if you must be absent.

Responsibilities of the Mentor Teacher

Boise State University appreciates your willingness to share your time and expertise in the development of future music educators. Through your efforts, a Block I teacher has the opportunity to grow in preparation for their student teaching semester. It is recommended that you review the information throughout this handbook so that you will be familiar with the expectations placed on the Block I teacher. The music education faculty also offer these general guidelines to describe your role:

1. Share your curriculum, teaching methods, classroom management strategies and performance calendar with the Block I teacher. Offer "helpful hints" based on your own experiences.

2. Guide the Block I teacher toward becoming an effective teacher:

3. Be clear, concise and specific in communicating with the Block I teacher, especially when giving feedback. There may be some spontaneous interaction ("jumping in") while the Block I teacher is teaching, but most suggestions are best given after class.
   a. Guide the Block I teacher toward using a problem-solving approach in daily teaching rather than relying on you for all answers.
   b. Be flexible in responding to the changing needs and concerns of the Block I teacher.
   c. Maintain a positive professional relationship. Be a good listener.
   d. Maintain consistency between your instructions to the Block I teacher and your own behaviors and teaching style.
e. Explain the reasons behind decisions and suggestions given to the Block I teacher.

4. Expect to do regular observations of the Block I teacher. Set aside some time to talk with the Block I teacher, and be clear and specific in communicating with the Block I teacher about your expectations and his or her progress. Communicate your observations to the university supervisor using verbal, written, or electronic means provided.

5. Please have the Block I teacher addressed as Mr./Ms./Mrs. and treated as a fellow teacher.

6. The Block I teacher should not be involved in teaching for an extended period of time without you, another certified teacher, or an administrator in the room. Leaving the room for a short period of time is allowed if that is allowed by your school’s policy.

7. Please utilize the lesson evaluation form included at the back of this handbook to periodically evaluate the Block I teacher. This form can function as a template for your comments regarding the skills a Block I teacher should be developing.

8. Block I teachers are required to keep a log of their observation/teaching hours in your school. Please sign their logs to verify that they completed the required number of observation/teaching hours.

9. Notify the University supervisor immediately of any problems - attendance or otherwise. Please do not wait until a serious problem has developed before contacting the supervisor. The university supervisor needs to step in at once in this situation.

10. There will be a meeting with the Block I teacher, the mentor teacher, and the university supervisor early in the semester to discuss the roles of Block I teacher and cooperating teacher.

The Block I Teaching Cycle

Block I teachers should begin the semester with observation of their mentor teacher. After several observation visits, they should be “phased in” to some teaching opportunities. The early teaching opportunities can be small-scale (e.g., warming up the ensemble, teaching a single rote song, or coaching a chamber ensemble), but they should gradually grow to some larger teaching (ideally full-class teaching). Block I teachers will be observed several times by a university supervisor from BSU.

Seminar

Block I teachers are required to attend the last student teaching seminar of the semester, which will occur on Monday, December 8 from 4:00 to 5:00 p.m. in room B215. At this session, Block I teachers will interact with the current semester’s student teachers to discuss the student teaching experience. The purpose is to provide a transition from Block I teaching to student teaching. Contact Dr. Springer if you have conflicts with this meeting date/time.
Observations and Evaluations

The Block I teacher will be observed by both the mentor teacher and the university supervisor. These observations will be used to evaluate the Block I teacher’s progress. Since the supervisor can only visit a few times each semester, it is important to remember that the mentor teacher is the primary educator during the Block I teaching process. He or she observes the Block I teacher much more frequently and is therefore in the best position to offer ongoing commentary.

The supervisor will observe the Block I teacher in direct instruction at least three times. Block I teachers will be expected to be prepared with lesson plans and materials, and a copy of the lesson plan ready for the supervisor to review while watching the lesson. Please submit your lesson plan to your supervisor using his or her preferred mode (e.g., emailing the lesson plan the night before). All observations will be announced, unless there is a compelling reason for an unannounced visit. It is best if observations can be scheduled when there is time for a short conference after watching the lesson.

Websites

You can use these websites to find more information about your placement schools, such as the address, calendars, etc. Some sites may even have teacher pages for your mentors. These districts are the ones most commonly used for student teaching and Block I teaching at Boise State, and you can Google any other school district you may need to find.

Boise – www.boiseschools.org
West Ada – www.westada.org
Nampa – www.nsd131.org
Caldwell – www.caldwellschools.org
Kuna – www.kunaschools.org
North Star Charter – www.northstarcharter.org

Tips for Success

• Video record your teaching frequently, even if it is not for a formal observation or assignment.
• Keeping a portfolio, either in electronic or paper form, is highly beneficial.
• Join NAfME and other professional organizations (ACDA, AOSA, etc.). Attendance at professional conferences such as IMEA or ACDA is highly encouraged.
• If you have a problem (with your placement, your mentor, a student, an administrator, or anything else), contact your supervisor sooner rather than later.
• Communication is key: check your email at least once a day. Twice is better: morning before you start the day, and afternoon when you are done teaching.

Professionalism as a Teacher Intern

During your Block I internship, dispositions of professionalism and courtesy are expected for all preservice professionals. It is better to think of yourself now as a teacher intern—a part-time
professional educator who operates under the guidance of experienced mentor. You must mentally prepare yourself to step into this professional role.

- Be on time, which means be early.
- Take initiative: set up chairs, clean the room, etc. Ask if you're not sure.
- Be prepared for your classes that you teach.
- Make and use GOOD lesson plans.
- Keep busy.
- Turn in your paperwork on time!
- Call your mentor if you're legitimately ill and need to be absent. Get your mentor teacher's home and/or cell phone for emergencies. Please provide as much advance notice if possible if you must be absent.
- Dress professionally. Refer to your site’s policy for teacher dress.
- Don't gossip. Beware the teacher lounge.
- Be careful about talking with students about teachers.
- Check your voicemail greeting, email signature, etc. and make sure there is nothing inappropriate.
- MySpace, Facebook, Twitter, etc.—Employers are starting to look at these to see if they want to hire. Beware what you post in your online identity.
- Never touch the students.
- Never date the students.
- Never be alone with students outside of school.
- Leave doors open when teaching.
- Read BSU's Student Code of Conduct.

ALWAYS:
Keep in mind that you are representing yourself, BSU, the Department of Music, the Music Education area, the College of Arts and Sciences, the College of Education, your specific area (band, choir, orchestra), and the faculty. We have a strong relationship with the teachers who accept BSU interns and student teachers. Please keep in mind that you and your professionalism affect this relationship and the potential for all future students to have an experience with these invaluable mentors.

Forms
The following forms are provided as samples. You may duplicate these forms as needed, or they may be provided to you at important points in the semester.

Additional forms will be utilized online through our course Blackboard site and through the College of Education website.
Music Student Teachers  
Boise State University  

**Contact and Contract**

<table>
<thead>
<tr>
<th><strong>STUDENT TEACHER</strong></th>
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<tbody>
<tr>
<td><strong>NAME (LAST, FIRST, MI)</strong></td>
<td><strong>BSU ID NUMBER</strong></td>
<td><strong>EMAIL ADDRESS</strong></td>
</tr>
<tr>
<td><strong>STREET ADDRESS</strong></td>
<td><strong>CITY, STATE</strong></td>
<td><strong>ZIP</strong></td>
</tr>
<tr>
<td><strong>HOME PHONE</strong></td>
<td><strong>WORK PHONE</strong></td>
<td><strong>CELL PHONE</strong></td>
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<tr>
<th><strong>PLACEMENT SITE</strong></th>
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<tbody>
<tr>
<td><strong>SCHOOL NAME</strong></td>
<td><strong>DISTRICT</strong></td>
<td><strong>ADDRESS</strong></td>
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<tr>
<td><strong>GRADE LEVEL</strong></td>
<td><strong>SUBJECT</strong></td>
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<tr>
<th><strong>MENTOR TEACHER</strong></th>
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<tbody>
<tr>
<td><strong>NAME (LAST, FIRST)</strong></td>
<td><strong>HOME PHONE</strong></td>
<td><strong>CELL PHONE</strong></td>
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<td><strong>EMAIL</strong></td>
<td><strong>WORK PHONE</strong></td>
<td><strong>FAX</strong></td>
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<tr>
<th><strong>UNIVERSITY SUPERVISOR</strong></th>
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<tr>
<td><strong>NAME (LAST, FIRST)</strong></td>
<td><strong>EMAIL</strong></td>
<td><strong>PHONE</strong></td>
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Discuss and come to an agreement with the Mentor Teacher and University Supervisor about your time commitments. The student teacher is expected to honor the terms of this contract.

Student teacher start date: ____/____/____  
Student teacher end date: ____/____/____  
Fall/Spring Break: ____/____/____ to ____/____/____  
Other school holidays:  
Daily hours: ______ am to ______ pm  
Exceptions/special days:  
Outside job, lesson, or class days and hours:  

Any existing time commitments that may interfere with student teaching (wedding, recital, etc.):  

Note: Contact your mentor and university supervisor immediately if you must be absent due to illness. After three (3) absences, the student teacher may need to make up additional days or may jeopardize a passing status.

Complete this form by the end of the first week of student teaching at each placement site. Make copies for yourself (the student teacher), your mentor, and **submit the original to your supervisor**.

Signature of Student: __________________________ Date: ________  
Signature of Mentor: __________________________ Date: ________  
Signature of Supervisor: ______________________ Date: ________  

Rev. 12-9-09
# Evaluation Report of Block/Student Teacher’s Lesson

**Student’s Name** _____________________  **Subject** ________________________________

**School** ______________________________  **Classroom Teacher** ____________________

**Date** ________________________________  **University Supervisor** _________________

**Grade Level(s)** ________________________  **Student Teacher** ______________________

## Personal Qualities

<table>
<thead>
<tr>
<th>Quality</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>Professional Appearance</td>
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<tr>
<td>Health &amp; Vitality</td>
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<tr>
<td>Enthusiasm</td>
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<tr>
<td>Personality (tact, sense of humor, positive attitude, poise)</td>
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1-Unsatisfactory, 2-Below Average, 3-Acceptable, 4-Above Average, 5-Outstanding, N/A-Not Applicable

## Professional Competencies

### Knowledge & Accuracy of Content

- Use of Oral Language
- Use of Written Language
- Voice: Volume, Quality, Pitch

**COMMENTS:**

## Instructional Competencies

- Use of Variety of Procedures and Learning Activities
- Questioning Techniques
- Ability to Explain
- Use of Clear Directions
- Thinking Skills Developed
- Lesson/Activity Initiation
- Review of Previous Learning

**COMMENTS:**

## Instructional Planning Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>Professional Notebook: Organization, Content</td>
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<tr>
<td>Lesson Plans:</td>
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<tr>
<td>Objectives</td>
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<tr>
<td>Introduction / Anticipatory Set</td>
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<tr>
<td>Development of Procedures</td>
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<td>Self-Evaluation</td>
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<td>Evaluation:</td>
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<tr>
<td>Student’s Interest and Participation</td>
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<tr>
<td>Provision for Individual Differences</td>
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<tr>
<td>Long-Range Planning</td>
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**COMMENTS:**

## Management Competencies

- Management of Daily Routine
- Utilization of Time, Space and Equipment
- Management of Classroom Behavior
- Use of Appropriate Discipline Techniques
- Monitoring of Student Behavior

**COMMENTS:**

*Classroom Supervisor:* This evaluation should be discussed with the student as soon as possible after the observation. The student should be given a copy to be kept in the professional notebook. This form should be completed at the end of each month. It should be signed by the classroom supervisor and the student. Signing the document only indicates that the information has been shared with the student teacher. One copy goes to the student teacher, one copy to the classroom supervisor and one copy to the University supervisor.