Music Education
Student Teaching Handbook

for student teachers, mentors, and supervisors

Spring 2015
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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
Student teaching involves three groups of people.
- **Student 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 Student Teachers
Welcome to student teaching. 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 music student teachers, and we welcome your advice and expertise. As you know, student teaching 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 student teachers.
Contact Info for BSU Supervisors

Alec Scherer        alescscherer@u.boisestate.edu  920-359-0981 (cell)
Dr. Gregory Springer gregoryspringer@boisestate.edu  208-426-1813
Carola Winkle       carolawinkle@boisestate.edu  208-407-6208 (cell)

Getting from Student to Student Teacher

Enrollment at BSU

Your enrollment at BSU during student teaching should match the catalog requirements. You may not enroll in additional courses unless you have permission from your supervisor to take an additional course.

For students in the “older” catalog (prior to 2012-2013): Your enrollment will depend on your field placement, and will consist of TWO separate 8-credit lines from the three following courses:

MUS 481 - Professional Year - Elementary Teaching Experience (8 credits)
MUS 482 - Professional Year - Junior High Teaching Experience (8 credits)
MUS 483 - Professional Year - Senior High Teaching Experience (8 credits)

For example, if you are placed at an elementary school and a high school, you would register for 8 credits of MUS 481 and 8 credits of MUS 483. Do NOT register for the ED-CIFS version of these courses. You are a music major, so you should register for MUS credit.

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

For students in the “newer” catalog (2012-2013 or later): Your enrollment will depend on your field placement, and will consist of TWO separate 6-credit lines from the three following courses:

MUS 481 - Professional Year - Elementary Teaching Experience (6 credits)
MUS 482 - Professional Year - Junior High Teaching Experience (6 credits)
MUS 483 - Professional Year - Senior High Teaching Experience (6 credits)

In addition, students in the “newer” catalog must enroll in the following course:

MUS 484 – Professional Year Seminar in Music Education (2 credits)

For example, if you are placed at an elementary school and a high school, you would register for 6 credits of MUS 481 and 6 credits of MUS 483. Do NOT register for the ED-CIFS version of these courses. You are a music major, so you should register for MUS credit.

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

Most of you will receive a letter from the College of Education that states at what school and with whom you have been placed for your student teaching. This letter should contain information about any special requirements that the school district requires of you. TAKE CARE OF THESE IMMEDIATELY. Don’t wait. Some things you might be asked to do:
- The West Ada district requires a screening interview for all student teachers.
- Fingerprint clearance must be done before you can enter the schools.
- You may be asked to take a photo for your ID badge.

In addition to the letter from the College of Education, you will receive a placement information email from the Music Department. This message will contain your placement sites and order of schedule. If this information does not match what the College of Education letter contains, contact your supervisor immediately. Your university supervisor will be assigned at the beginning of the semester.

Important Dates

IMPORTANT: Once you are working in a school, you will be following that school’s calendar, not the university calendar.

Start
- You must begin your full-time student teaching on the first official day of classes for the PUBLIC SCHOOLS (NOT BSU). This will be around January 5, 2015 for most districts.
- We strongly encourage all student teachers to start earlier than the BSU start date if possible. Public and private K-12 school calendars differ, but they will generally start before BSU. Student teachers should make every effort to start with the students and with any teacher meetings that your mentor attends. Fall student teachers in particular should attend any pre-semester meetings or student activities the mentor teacher is involved in. Spring student teachers should start in early January when the K-12 schools return from winter break. You may be as much as two weeks behind the students if you wait until the BSU start date. Teachers make important curricular and pedagogical decisions during this time, and missing that time puts you at a disadvantage.

Switch
- Switch placements around the approximate middle of the term.
- This date can be somewhat flexible in either direction (earlier or later) to accommodate performance calendars, but you must spend approximately half the semester at each placement.
- Work with both your mentor teachers and your supervisor to work out the exact switchover date.
- If you start the semester earlier that the official BSU start date, that may impact your switchover date. The amount of time you actually spend at each site should be about equal.

Break
- You get a spring or fall break on the calendar of the school in which you are placed at the time.
If this break is different than BSU’s, you take the school’s break.
- The same is true for all school breaks. If it is a teacher work day, you are there working.
  If everyone, including teachers, have the day off, you do too.

End
- Your student teaching should end no earlier than the last day of BSU finals for the semester. Work out an exact closing date with your mentor teacher that is respectful of performance issues. Remember, you can maximize your experience by teaching through an entire cycle from introduction to performance/assessment, which might mean you stay past the usual end of the BSU term. Your experience will be better for it.

Application for Graduation

You must apply for graduation no later than the end of the first week of the semester you intend to graduate. So, for those planning to graduate in the Spring 2015 semester, you must apply for graduation on or before **Friday, January 16, 2015**.

***Note that all graduating students must apply for graduation and pay the graduation application fee, regardless of whether they intend to participate in commencement and regardless of whether they wish to receive a diploma.***

You may apply for graduation by logging on to your my.BoiseState student account. A non-refundable graduation application fee must be paid when applying. A graduation evaluator will review your application after the 10th day of classes of the semester in which you intend to graduate. Upon review of your application, you will receive an e-mail notifying you if you are a valid candidate for graduation.

Responsibilities of the Student Teacher

Student teaching is the culminating experience of the music education curriculum. *You should not be regularly participating in any BSU class or ensemble that meets during the school day while you are student teaching, nor should you be involved in outside employment.* Any exceptions to this policy should be approved **in advance** by your supervisor and listed on the Contact and Contract form.

1. The student 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 for teacher duties (bus and cafeteria duty, copy machine privileges, faculty meetings, etc.)
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.
7. Complete all assignments that your supervisor asks of you. This will include journals, videos, paperwork, and other important 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 also on the mentor teacher’s schedule. You are his/her clone, shadow, doppelgänger, or whatever other metaphor gets the point across. You are expected to attend any extra activities (rehearsals, trips, teachers’ meetings, festivals, concerts, etc.) that your mentor teacher attends. If any of these are a problem, you must clear it through the university supervisor and the mentor teacher. If your mentor teacher attends major conferences or festivals such as All-Northwest or IMEA, you should try to attend these also.

10. You are a guest in their house. Remember that student teaching is an 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.

11. There will be a meeting with the student teacher, the mentor teacher, and the university supervisor early in the student teaching placement at your site (usually in the first week) to discuss the roles of student teacher and cooperating teacher.

12. The College of Education sets no specific count of hours during student teaching. In general, you can plan to spend a minimum of 600 hours in student teaching over the course of 15-16 weeks. These hours are divided between tasks such as planning, observing, and teaching. You should spend at least one-third of your total time (200 hours) in direct solo teaching in order to get the maximum experience.

13. Absences can happen due to illness or emergencies. An employed teacher has a sick leave policy to manage this. For the student teacher, you may miss no more than three days at one site, with proper notice given to the mentor teacher. Contact the mentor teacher immediately by cell phone if you must be absent. Then, contact your university supervisor. Both the mentor teacher and university supervisor should be informed of all absences. After missing three days, you may be required to make up additional days at the end of your regularly scheduled student teaching experience.

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 student teacher has the opportunity to develop into an excellent member of the teaching profession. It is recommended that you review the information throughout this handbook so that you will be familiar with the expectations placed on the student 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 student teacher. Offer "helpful hints" based on your own
experiences.

2. Guide the student teacher toward becoming an effective teacher.

3. Be clear, concise, and specific in communicating with the student teacher, especially when giving feedback. There may be some spontaneous interaction ("jumping in") while the student teacher is teaching, but most suggestions are best given after class.
   a. Guide the student 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 student teacher.
   c. Maintain a positive professional relationship. Be a good listener.
   d. Maintain consistency between your instructions to the student teacher and your own behaviors and teaching style.
   e. Explain the reasons behind decisions and suggestions given to the student teacher.

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

5. Arrange to have both of you meet with your school principal as early as possible to review school policies, including expectations during an emergency (fire, injured student, etc.).

6. Involve the student teacher in all the activities involved in your job—meetings, trips, concerts, fund-raising, etc. Note that your public school schedule always takes precedence over the university's; the student teacher should have no obligations to the university other than the music student teaching seminar and a few teacher candidate meetings in the College of Education during this term (unless specifically cleared by the university supervisor).

7. Please have the student teacher addressed as Mr./Ms./Mrs. and treated as a fellow teacher.

8. The student teacher should not be involved in teaching for an extended period of time without you, another certified teacher, or an administrator in the room.
   a. Leaving the room for a short period of time is certainly allowed if that is allowed by your school’s policy.
   b. Once the student teacher has become established in teaching, it is sometimes recommended for the mentor teacher to partly remove him or herself for a larger portion of a teaching period, either to an office or adjoining classroom, in order to allow the student teacher a more authentic experience.
   c. There is also one exception—the student teacher may serve as your substitute without you present for up to 5 days throughout the semester. Appropriate paperwork and principal approval are required, as specified by your district guidelines.

9. Review the University's policies for student teaching in the Secondary Education Field Guide (available on Blackboard) regarding student teacher attendance, possible school strikes, etc.

10. Please utilize the Teacher Candidate Evaluation Form (based on the Charlotte Danielson Framework) to periodically evaluate the student teacher. A “thumbnail” sample of the form is
available in the back of this handbook, and the “full-size” form will be submitted by email. This form can function as a template for your comments regarding the skills a student teacher should be developing.

11. Please formally evaluate your student teachers at least three times during the semester using the Teacher Candidate Evaluation Form (based on the Charlotte Danielson Framework). The first two (or more) evaluations can serve as evaluations of individual lessons/rehearsals, but the final evaluation should be an “overall” evaluation of the student teacher’s performance over the whole placement.

12. 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. (Student teaching may not be repeated in the event of a failed grade, but may be extended—depending on the circumstance).

13. There will be a meeting with the student teacher, the mentor teacher, and the university supervisor early in the student teaching placement at your site (usually in the first or second week) to discuss the roles of student teacher and cooperating teacher.

**The Student Teaching Cycle**

This schedule outline below provides a general description of how a student teacher’s responsibilities might evolve over the course of a “normal” eight-week placement at a school site. Recognize that every student teacher and every school is different, and plan the experience accordingly.

**Week 1**
Student teacher should spend a large amount of time observing the mentor teacher. It is important that the student teacher observes and understands the way the mentor organizes each music class and deal with problems with students. Emphasis should be on the classroom teaching methodology and management techniques. The student teacher should become accustomed to the surroundings. The student should also take this time to meet with students, teachers, custodians, administrators, and other school personnel. By the middle of the first week the student teacher should begin teaching parts of one or two classes.

**Week 2**
The student teacher should be ready to teach parts of all classes.

**Weeks 3-4**
The student teacher should assume more and more responsibility, and should be teaching a full class period every day of the week along with parts of other classes.

**Weeks 5-8**
The student teacher should teach every day with full responsibility for all or most of the class periods in the daily schedule. During the last week, the student teacher may take up to two days to observe other teachers in the district.
Things to Do: Student Teachers

- Before you leave for break (winter or summer), **contact** both your mentor teachers and introduce yourself. With your first mentor, start talking about your start and end dates. Give him or her your contact information and get his or hers in return. See the handbook section titled “Getting ready to student teach: student questions for mentor teachers.”

- By the end of your first week at each placement, you must **turn in your Contact and Contract form** to your supervisor. Make sure it is filled out completely, with your daily schedule, contact info, school address, mentor contact info, and supervisor info.

- By the end of your first week at each placement, **submit a detailed schedule** to your supervisor. This should contain exactly what classes are occurring on each day of the week, including subjects, grade levels, and exact bell times. If you school is on a block schedule, please detail each block by calendar day. Please also communicate your program/perform schedule for the time you are at the site.

- By the end of your 8-week placement, be sure that your mentor teacher has completed your **formal evaluation** using the Teacher Candidate Evaluation Form (based on the Charlotte Danielson Framework).

Information from the College of Education

The student teacher is responsible for all of the information and policies from the College of Education, Officer of Teacher Education. The website is:  
http://education.boisestate.edu/teachered/

The Office of Teacher Education publishes a Field Guide for student teaching that contains different information from this handbook, and each student teacher should review it in addition to our music handbook. The file can be found on the course Blackboard site.

Blackboard Site

There will be a Blackboard site specifically for music student teachers. We will use this site to assist with communication, share documents, discuss topics, and support each other. You will be automatically added to this site, and it will appear in your Blackboard list.

Professional Year Documentation, S-PAT, and Taskstream

You will engage in a variety of projects throughout your student teaching semester that are required for completion of your student teaching semester. The purpose of these projects is to demonstrate your reflection as an emerging teacher professional and to gather **evidence** of your professional growth throughout the term. We will use our seminar meeting times to discuss each project that should be submitted.

Some of the projects that you submit will be included in the **Standard Performance Assessment for Teachers (S-PAT)** portfolio. For this portfolio, you will submit several artifacts (videos, projects, reflections, analysis of student work, etc.) from your student teaching. **At least one of these artifacts/projects will be due at each seminar meeting, so stay on schedule!**
All of these artifacts will be submitted on Taskstream near the end of the term. Taskstream is Boise State’s official repository for these important artifacts. For safety, each student will also be issued an individual Google Drive folder (shared with Dr. Springer) for storage throughout the term. All artifacts must be saved in the Google Drive folder throughout the term (for safe-keeping and “back up”), and they will be submitted on Taskstream near the end of the term. Students are also expected to “back up” these documents in another location of their choosing (e.g., on a USB flash drive).

Please note that submission of all projects/artifacts is required for a passing grade in student teaching. Failure to submit any assignments will result in a failing student teaching grade.

**Required Seminar Meetings**

All music student teachers are required to meet in group seminars with their supervisors on a regular basis, as described in the catalog requirements for MUS481/482/483. Music student teachers will meet on Mondays from 4:00 p.m. to 5:00 p.m. in room B215 of the Morrison Center unless otherwise announced. We will generally meet every other week, but keep that time slot on Mondays clear every week for the whole semester, as we may need to schedule additional times or move meetings.

Students who must miss a seminar due to illness or emergency must notify their supervisor immediately. As a required course component, seminar absences where no notice is given can jeopardize a student’s passing status for student teaching. Please mark these dates in your calendar.

**Proposed Schedule and Topics (subject to change)**

- **January 12**: Introduction and How’s It Going?
- **January 26**: Classroom Management
- **February 9**: Video Reflection Presentations I
- **February 23**: Video Reflection Presentations II
- **March 16**: How’s It Going? – Site 2
- **March 30**: Resume, Job Search, & Interview Skills
- **April 13**: Taskstream Work Session (bring a computer!)
- **April 27**: With Fall 2015 Student Teachers: Transition

**Observations and Evaluations**

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

Mentor teachers will informally evaluate their student teacher’s performance, and this informal feedback can be communicated verbally, through written notes, or through a combination.
Mentor teachers should formally evaluate their student teacher’s performance at least three times throughout the semester using the formal Teacher Candidate Evaluation form (based on the Charlotte Danielson Framework). The first two evaluations can be simply assessments of individual lessons/rehearsals, and the last evaluation should be an “overall” evaluation of the student teacher’s performance throughout the semester. All three (or more) of these formal evaluations should be signed by the teacher candidate, mentor teacher, and university supervisor and kept on file in the Dept. of Music.

The university supervisor will observe the student teacher in direct instruction at least two times at each site, and probably three or more. This works out to one observation about every other week. Student teachers will be expected to be prepared with lesson plans and materials, and a copy of the lesson plan must be ready for the supervisor to review while watching the lesson. The supervisor will always notify you (directly or through the student teacher) of an upcoming observation, 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.

Final Assessment
Like the earlier evaluations, the final evaluation of the student teacher by the mentor teacher will be completed using the official Teacher Candidate Evaluation Form (based on the Charlotte Danielson Framework). This final evaluation should be signed by the teacher candidate, mentor teacher, and university supervisor, and it must be kept on file in the Dept. of Music.

A completed assessment is required from each mentor teacher in order for the student teacher to pass student teaching. It is the responsibility of the student teacher to communicate to the mentor teacher when these evaluations are due, so be sure to stay on top of deadlines.

Grading
Student teaching is graded as pass/fail. A student cannot retake or make up student teaching. The BSU faculty will be the ultimate judge of passing status, and we will do everything in our power to assist, support, and mentor each student, including providing guidance and direction when issues arise. Conversely, should a student consistently not meet the expectations defined, we reserve the right to remove him or her from student teaching and assign a failing grade.

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 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
Tips for Student Teaching Success

- Video record your teaching frequently, even if it is not for a formal observation or assignment.
- Make and keep copies of EVERYTHING you turn in, whether it is an electronic journal, official form, or teaching video. Store all items in your Google Drive folder (and “backed up” in one other location of your choice) throughout the term for safe keeping.
- Join NAfME and other professional organizations (ACDA, AOSA, NBA, ASTA, 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.
- Working during student teaching is highly discouraged. If you must have a job, don’t work more hours than allowed by the College of Education (10-15 hours per week at MOST). Student teaching is a full-time commitment and demands your full attention.
- Communication is key. Check your email at least twice a day—morning before you start the day, and afternoon when you are done teaching.

Equipment Check-Out

The Zone at Boise State offers equipment checkout for BSU students and faculty that can be quite useful throughout the term. The following items are available for you to check out (maximum of 72 hours) from The Zone:

- Laptop computers
- Audio recorders
- Digital cameras
- Video cameras
- Tablet devices
- Tripods
- Speakers

You are encouraged to make use of this service as needed throughout the term. Remember, video-recording your teaching is a wonderful way to promote reflection and strengthen your teaching! You can access The Zone’s website at the following URL:

http://oit.boisestate.edu/classroomlabtech/classroom-and-lab-technologies/welcome-to-the-zone/
Getting Ready to Student Teach: Student Questions for Mentor Teachers

The following questions have come from prior students, in response to the prompt: What will you ask your mentor as you prepare for student teaching?

- What day do you start school?
- Do you have prep days before school starts to get ready?
- What are your classroom procedures? How are things run in your classroom?
- How will the teaching work between you and me?
- What semester goals do you have for the ensembles that I will get to work with?
- What are your behavioral expectations for students?
- What do you wish you would have known before you student taught?
- What warm up routine are each of your classes used to?
- What kind of responsibilities will you be giving me?
- Will I be conducting part of a concert?
- Will I have my own piece to conduct?
- Will I teach an entire unit?
- Do you teach theory or ear training?
- Do you teach specific playing techniques that I should be aware of?
- What method books or other materials do you use?
- What is your philosophy of education?
- What can I be working on now before I begin student teaching to be ready to enter your classroom?
- What should I expect to do for preparation activities before and after school?

Professionalism as a Teacher Intern

Student teaching is the capstone of your preparation as a teacher. It is better to think of yourself now as a teacher intern—no longer a student, but a full-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.
- Do what your mentor teacher does: go to faculty meetings, festivals, follow their schedule. This includes arrival and departure times to and from school. You are his or her clone when it comes to schedule.
- Take initiative: set up chairs, clean the room, etc. Ask if you're not sure.
- Be prepared for your classes every day.
- Make and use GOOD lesson plans.
- Keep busy.
- Turn in your paperwork on time!
- Call your mentor if you're legitimately ill, and email your university supervisor. Get your mentor teacher's home and/or cell phone for emergencies.
- 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.
• Facebook, Twitter, Instagram, MySpace, 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.
Teacher Candidate Evaluation Form (based on Charlotte Danielson Framework)

***Note: This three-page evaluation form is provided in thumbnail form below as a sample. Please download and print the full-size evaluation form from the course Blackboard site.***

### Idaho Teacher Candidate Evaluation (Based on the Charlotte Danielson Model)

Teacher Candidate ___________________________  Term/Year __________________

Institution ____________________________

In order to be recommended for teacher certification, teacher candidates must score a level two or above in all components of each domain.

* Level four is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates.

#### Planning and Preparation
(Correlated to Idaho Core Teacher Standards 1, 2, and 7)

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Domain 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4*</th>
<th>Growth Opportunities</th>
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<td>B. Demonstrating knowledge of students</td>
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<td>C. Setting instructional outcomes</td>
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<td>D. Demonstrating knowledge of resources</td>
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<td>E. Designing coherent instruction</td>
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</tr>
<tr>
<td>F. Designing student assessments</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>NA</td>
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#### The Classroom Environment
(Correlated to Idaho Core Teacher Standard 5)

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Domain 2</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4*</th>
<th>Growth Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Creating an environment of respect and support</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Establishing a culture for learning</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Managing classroom procedures</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Managing student behavior</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Organizing Physical Space</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>NA</td>
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</tr>
</tbody>
</table>

#### Instruction and Assessment
(Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Domain 3</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4*</th>
<th>Growth Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Communicating with students</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Using questioning and discussion techniques</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Engaging students in learning</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Using Assessment in instruction</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Demonstrating flexibility and responsiveness</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>NA</td>
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</tbody>
</table>

Page 2 of 3
Professional Responsibilities
(Correlated to Idaho Core Teacher Standard 9 and 10)

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Domain 4</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4*</th>
<th>Growth Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Reflecting on teaching</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>B. Maintaining accurate records</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>C. Communicating with families</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>D. Participating in the professional community</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Growing and developing professionally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Showing professionalism</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

(Signatures indicate that information has been discussed with all parties unless comments indicate otherwise)

Teacher Candidate’s Signature          Date

Mentor Teacher’s Signature             Date

University Supervisor’s Signature      Date

N.B. The “full-size” version of this form can be found on the course Blackboard site.
### Boise State University
Student Teaching in Music

**Contact and Contract**

<table>
<thead>
<tr>
<th><strong>STUDENT TEACHER</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>NAME (LAST, FIRST, MI)</td>
<td>BSU ID NUMBER</td>
</tr>
<tr>
<td>STREET ADDRESS</td>
<td>CITY, STATE</td>
</tr>
<tr>
<td>HOME PHONE</td>
<td>WORK PHONE</td>
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</table>

<table>
<thead>
<tr>
<th><strong>PLACEMENT SITE</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL NAME</td>
<td>DISTRICT</td>
</tr>
<tr>
<td>GRADE LEVEL</td>
<td>SUBJECT</td>
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</table>

<table>
<thead>
<tr>
<th><strong>MENTOR TEACHER</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>NAME (LAST, FIRST)</td>
<td>HOME PHONE</td>
</tr>
<tr>
<td>EMAIL</td>
<td>WORK PHONE</td>
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</table>

<table>
<thead>
<tr>
<th><strong>UNIVERSITY SUPERVISOR</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME (LAST, FIRST)</td>
<td>EMAIL</td>
</tr>
</tbody>
</table>

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 __________