

Professional Teacher Education Program

Music K-12 Student Teaching Handbook

Prepared for:
K-12 Student Teachers
Cooperating Teachers
University Supervisors

UNC School of Music

K-12 Music PTEP

The K-12 Professional Teacher Education Program (PTEP) prepares teacher candidates in the licensure areas of Art, Music, Physical Education, Special Education, grades K-12. The K-12 PTEP is a standards-based teacher preparation program that provides each teacher candidate with the opportunity to integrate knowledge and skills acquired from general education course work, content area course work, various education courses, and field experiences at local school sites. The purpose of the K-12 PTEP is to assist a teacher candidate in meeting the *Colorado Performance-Based Standards for Teacher Licensure*.

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Assessment forms and schedule forms may be reproduced.

EDFE 444 – Student Teaching (12 credit hours)

COURSE DESCRIPTION

EDFE 444, K-12 Student Teaching, is a course designed to provide a program of experiential learning activities in the teacher candidate's content area within an approved school setting and under the supervision and coordination of UNC Music Faculty and school personnel. Emphasis is on the development of competencies in the areas of planning, instructional skills, use of materials and resources, classroom management and organization, human relations skills, content knowledge, and the developmental stages of students.

EDFE 444 course activities and field experiences include 16 weeks of supervised student teaching (2 eight-week placements) and active participation in MUS 450, Student Teaching Seminar. A full student teaching assignment is defined as a minimum of 16 weeks in a school setting from at least 8:00a.m. to at least 4:00p.m., Monday through Friday. During this time, the student teacher assumes full responsibility for classroom instruction and other school related professional roles.

EDFE 444 addresses the following Colorado Model Content Standards, the Colorado Teacher Licensure Standards, and the Colorado Performance-Based Standards for Teachers:

A. Colorado K-12 Model Content Standards in Music:

This student teaching experience provides objective and reflective evaluations of student teachers' direct application of the K-12 Colorado Model Content Standards in Music to their instructional planning and execution.

Standard One:	Students Will Sing Or Play On Instruments A Varied Repertoire
Standard Two:	Students Will Read And Notate Music.
Standard Three:	Students Will Create Music.
Standard Four:	Students Will Listen To, Analyze, Evaluate And Describe Music.
Standard Five:	Students Will Relate Music To Various Historical And Cultural Traditions.

B. CDE Music Teacher Licensure Standards:

This student teaching experience focuses on the evaluation of the student teacher's direct application of the following teacher licensure standards to their instructional strategies:

- 8.15 (5) The Use Of Contemporary Methods, Materials, And Literature In One Or More Of The Following Areas Of Specialization:

- a) Instrumental
 - i. Knowledge of and performance ability on wind, string and percussion instruments.
 - v. Experience in teaching general music class.
- b) Choral
 - i. Basic knowledge of vocal/choral techniques and strategies, and sufficient vocal skills to assure effective and correct use of the voice in demonstrating vocal techniques.
 - v. Experiences in teaching general music classes.
- c) General music
 - i. Experience in teaching classroom instruments., children/adolescent voices, and comprehensive music skills.
 - ii. Experiences in inter- and intra-disciplinary studies.
 - iii. Experiences in teaching general music classes.

C. CDE Performance Based Standards:

This student teaching experience provides objective and reflective feedback and/or evaluation of the student teacher's direct application of the CDE Performance Based Standards to their instructional planning and execution.

Standard One: Knowledge of Literacy

- 1.6 Beginning teachers use reading to accomplish a variety of task, including reading for pleasure, reading for information, and reading to solve problems.

Standard Two: Knowledge of Mathematics

- 2.1 Develop in students an understanding and use of: number systems and number sequences; geometry; measurement; statistics and probability; functions and use of variables.
- 2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.

Standard Three: Knowledge of Standards and Assessment

- 3.1 Design short and long range standards-based instructional plans.
- 3.2 Develop valid and reliable assessment tools for the classroom.
- 3.3. Develop and utilize a variety of informal and formal assessments, including rubrics.
- 3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.
- 3.5 Use assessment data as a basis for standards-based instruction.

- 3.6 Provide effective verbal and written feedback that shapes improvement in student performance on content standards.
- 3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the Colorado Accreditation Program.

Standard Four: Knowledge of Content

- 4.1 Utilize content knowledge to ensure student learning.
- 4.2 Enhance content instruction through a thorough understanding of all Colorado Model Content Standards.
- 4.3 Apply expert content knowledge to enrich and extend student learning.
- 4.4 Integrate literacy / mathematics into content area instruction.

Standard Five: Knowledge of Classroom and Instructional Management

- 5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.
- 5.2 Apply sound disciplinary practices in the classroom.
- 5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.
- 5.4 Raise the academic performance level of a group of students, over time, to a higher level.
- 5.5 Understand the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem solving, invention, memorization, and recall) and ensure attention to these learning processes so that students can master content standards.
- 5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize, and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.
- 5.7 Accurately document and report ongoing student achievement.
- 5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.
- 5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.

Standard Six: Knowledge of Individualization of Instruction

- 6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.
- 6.2 Design and/or modify standards-based instruction in

response to diagnosed student needs, including the needs of exceptional learners and English language learners.

- 6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for those students.
- 6.4 Teach students within the scope of a teacher's legal responsibilities and students' educational rights, and follow procedures as specified in state, federal, and local statutes.
- 6.5 Develop and apply individualized education plans.
- 6.6 Collect data on individual student achievement and be accountable for each child's learning.
- 6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.

Standard Seven: Knowledge of Technology

- 7.1 Apply technology to the delivery of standards-based instruction.
- 7.2 Use technology to increase student achievement.
- 7.3 Utilize technology to manage and communicate information.
- 7.4 Apply technology to data-driven assessments of learning.
- 7.5 Instruct students in basic technology skills.

Standard Eight: Democracy, Educational Governance, and Careers in Teaching

- 8.1 Model and articulate the democratic ideal to students, including: the school's role in developing productive citizens; the school's role in teaching and perpetuating the principles of a democratic republic.
- 8.2 Develop, on the part of the students, positive behavior and respect for rights of others, and those moral standards, necessary for personal, family and community well-being.
- 8.3 Understand and respond to influences on educational practice including: federal and state constitutional provisions; federal executive, legislative, and legal influences; state roles of the governor, legislature, and State Board of Education; local school districts, boards education, and boards of cooperative educational services; non-traditional and non-public schools, including: charter schools, religious schools, and home schooling; public sector input from business, advocacy groups, and the public.
- 8.4 Promote teaching as a worthy career and describe various career paths in education, including local,

- state, national, and international options, higher education, public and private education.
- 8.5 Evaluate his/her own performance and assess the professional development options necessary to improve that performance.

Standard Nine: Diversity

- 9.1 Recognize and understand how students differ from one another.
- 9.2 Create an environment that allows for diversity by providing appropriate learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives.
- 9.3 Selects materials that meet the needs of a variety of learners.

Standard Ten: Professional Behavior

- 10.1 Communicate respect, sensitivity, and caring toward students, colleagues, parents, and the community.
- 10.2 Demonstrates appropriate professional behavior including dress, demeanor, and initiative.
- 10.3 Understand and apply legal and ethical practices of teaching.
- 10.4 Demonstrate and understanding of school reform issues.

OUTCOMES

Teacher candidates who successfully complete the Music K-12 PTEP program should be able to:

- Demonstrate a thorough knowledge of music content in relationship to national and state music standards;
- Demonstrate a knowledge of music as related to literacy(reading/writing) and mathematics, and use this knowledge to design, implement, and assess effective integrated learning experiences for students in their music classrooms at the elementary and secondary levels;
- Utilize technology effectively to support instruction, to assess student learning, and to advance students' technological literacy;
- Demonstrate respect for cultural diversity and individual differences, and recognize the entire continuum of students' intellectual strengths to design, adapt, and deliver curriculum to address this diversity;
- Identify, organize, and manage instructional strategies and learning environments which support every students' intellectual, social, emotional, physical, and self-expressive development;
- Promote students' understanding and appreciation of democratic ideals by articulating, modeling, and reinforcing underlying

democratic principles and beliefs including respect for the rights of others and concern for community well-being;

- Articulate personal beliefs about and commitment to the educational profession and to teaching as a career, and demonstrate professional dispositions which embody this commitment;
- Develop a personal intellectual structure that supports inquiry, learning, teaching, and reflective problem solving;
- Demonstrate a professional demeanor of educational excellence and commitment to upholding professional standards and ethical codes.

COURSE OBJECTIVES

- To provide K-12 music teacher candidates with opportunities to develop the skills necessary to assume full responsibility of the music classroom during student teaching, as well as other professional roles in the school.
- To provide K-12 music teacher candidates with opportunities to demonstrate:
 - Content knowledge
 - Classroom management techniques/strategies that facilitate student learning,
 - Effective instructional skills,
 - An understanding of the developmental stages of students,
 - Teacher/student interactions that promote a classroom climate for learning,
 - And positive and constructive communication skills with colleagues, parents, and other members of the school community.

Grading Criteria for EDFE 444:

A grade of S/U is assigned for EDFE 444 based on the following:

- Attendance at the Orientation Session.
- Completion of a Student Teaching Development Plan (submitted to university supervisor).
- Completion of 16 weeks of student teaching (**MISSED TIME MUST BE MADE UP**).
- Attendance and completion of MUS 450 Student Teaching Seminar (failure to meet this requirement will result in an “unsatisfactory” in student teaching).
- Demonstration of a competency skill level on the appropriate student teaching instrument (MSTAF and Narratives).
- Satisfactory final evaluations from the Cooperating Teacher and the University Supervisor(s).

Responsibilities of the Student Teacher:

- Attend the Student Teaching Orientation Session.

- Complete 16 weeks of student teaching (missed time must be made up).
- Attend seminar sessions and complete all seminar required work.
- With the Cooperating Teacher complete the Student Teaching Development Plan and submit to the University Supervisor.
- Plan lessons on a weekly and daily basis and submit the plans to the cooperating teacher for review and recommendations **PRIOR** to teaching the lesson. Lesson plans must be made available to the University Supervisor on each visit.
- Demonstrate competency in teaching music as assessed on the MSTAF or Narrative assessment instruments.
- Conform and comply with the teacher's, the host school's and the district's rules, polices, and standards for professional behavior.
- Participate in all of the activities expected of the regular classroom teachers inclusive of arriving and leaving at appropriate times (**it is the student teacher's responsibility to call the school and the cooperating teacher in the event of illness; missed time will be made up**).
- Turn in the appropriate schedule of classes for each placement to the University Supervisor .

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Bibliography, Con't:

Colwell, R. (1970) The evaluation of music teaching and learning. Englewood Cliffs, NJ: Prentice-Hall.

Dillon, Jacquelyn & Kreichbaum, C.B. How to Design and Teach a Successful School String and Orchestra Program. Kjos.

Lautzenheiser, T. (1993). The joy of inspired teaching. Chicago: GIA Publications.

Lamb, N. (1990). Guide to teaching strings. Dubuque, IA: W.C. Brown Company.

Music Educators National Conference. (1987). Music teacher education: Partnership and process. Reston, VA: Author.

Music Educators National Conference. (1988). Readings in general music. Reston, VA: Author.

Music Educators National Conference. (1989). What Works: Instructional Strategies for Music Education. Reston, VA: Author.

Palmer, M., Hughes, W. J., Jothan, M., & March, H. (1989). Promising practices in high school general music. Reston, VA: Music Educators National Conference.

Roe, P. F. (1983). Choral music education. Prospect Heights, IL: Waveland Press.

MUS 450
Seminar in Student Teaching for Music Educators (1)

COURSE DESCRIPTION

This seminar is designed to provide student teachers in music education with pertinent information and a support system that will aid them during their field experiences.

COURSE OBJECTIVES

The seminar is designed to assist each student to:

1. Become a reflective thinking professional;
2. Extend development of pedagogical knowledge;
3. Extend development of pedagogical skills;
4. Develop materials useful in the beginning stages of the professional career ladder.

COURSE CONTENT

Content items will include the following topics:

1. Professional Development Plans
2. Classroom Management and Discipline Procedures
3. Long-range, Unit, and Lesson Planning
4. Rehearsal Techniques and Instructional Feedback
5. Objective Self-Analysis via Videotapes
6. Communication Techniques
7. Time Management Skills
8. Student Evaluation
9. Budget Management
10. Philosophical Development
11. Career Development Plans--resume, dossier, interview skills
12. Work Sample Format and Methodology

BIBLIOGRAPHY

American School Band Director's Association. (1973). The ASBDA curriculum guide. Pittsburgh: Volkwein Bros.

Boardman, E. (1989). (Ed.) Dimensions of musical thinking. Reston, VA: Music Educators National Conference.

Campbell, Patricia S. & Scott-Kassner, Carol. (1995). Music in Childhood: From Preschool through the Elementary Grades. New York: Schirmer Books.

Colwell, R. (1970) The evaluation of music teaching and learning. Englewood Cliffs, NJ: Prentice-Hall.

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Lautzenheiser, T. (1993). The joy of inspired teaching. Chicago: GIA Publications.

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Music Educators National Conference. (1988). Readings in general music. Reston, VA: Author.

Music Educators National Conference. (1989). What Works: Instructional Strategies for Music Education. Reston, VA: Author.

Palmer, M., Hughes, W. Jochen, M., & March, H. (1989). Promising practices in high school general music. Reston, VA: Music Educators National Conference.

Roe, P. F. (1983). Choral music education. Prospect Heights, IL: Waveland Press.

METHOD OF EVALUATION

Evaluation of student achievement will be S/U graded in this seminar. The grade will be determined by the student's contributions and participation in each meeting of the seminar, portfolio, and videotape. A final grade of "S" for the seminar will be contingent upon successful completion of the student teaching experience.

COURSE REQUIREMENTS

1. Attendance and Participation. Student teachers are required to attend all scheduled seminars. It is the responsibility of the student teacher to notify the seminar coordinator and make arrangements for any emergencies which arise. Failure to do so will result in the grade of "U" for the seminar.
2. Portfolio Development. Student teachers will finalize their on-going professional portfolio with assistance from the music education faculty. Portfolios will be presented and assessed during the final meetings of the seminar.
3. Videotape. Student teacher will videotape at least one lesson of themselves teaching. The videotape will be used to self-analyze, labeling

effective teaching strategies observed. Videotapes will be shared during the seminar along with written self-assessment.

4. Completed Work Sample assessed at the proficient or above level.
5. Successful completion of Student Teaching

Time Line

Fall/Spring Friday before first day of semester

Orientation to Student Teaching

September/February

Goodberry's Restaurant - Greeley

Topics:

1. **Portfolio development**
2. **Work Sample Completion**
3. **Student Teacher Sharing and Dialog with Peers & Faculty**

(Questions listed below are beginning points; topics are open-ended for discussion.

Scheduling

- What does your school's schedule look like?
- Are there aspects you like? Find challenging?

Starting the Rehearsal/Classroom

- What routines occur first?
- What are you using for warm-ups,

Maintaining the Pace

- What are you using for sight-reading, repertory, etc.

Classroom Management and Discipline

- So, what are you finding? Managing the group all right? Challenges? Discoveries you have made?

Long-range, Unit, and Lesson Planning

- What is the mode of planning you are using?
- Successes? Problems?

Communication Techniques

- What's happening here between you and the students? With cooperating teacher? With other teachers and administrators? Between music teacher/department to parents/community?

Student Evaluation

- How are students being evaluated on musical skill development? Other aspects?
- How does the teacher arrive at a grade for the report card?

Budget

- How does this work in your situation?
A surprise to you?

Your Choice of Topics - The Floor's Open!

- Here's your chance. What's on your mind

October/March **Date:** _____

Place: _____ **Frasier 126**
UNC, Greeley

Come prepared to kick in your share of order-in supper.

Topic: Better than a Home Movie: You in Action as a Teacher
Video viewing and discussion

Come prepared to show a 10 minute clip of your teaching, showing the rest of us how the class began and on into the whatever came next! We'll allot a few minutes for roundtable discussion - questions, comments from you and the rest of us following each video viewing.

November/April **Date:** _____

Place: _____ **Old Chicago - Greeley**
Supper -

Topics: Career Development Plans

- Resume
- Dossier
- Interview skills

Topic: Work Samples - Bring 'em if you've got 'em!

If you have completed you work sample, please turn them in at this date. Be sure to include pre-post test results demonstrating growth (hopefully).

Topic: Portfolios – Bring these tonight

This may be the key to landing a teaching job.

Sharing Session: We will have the student teachers for the next semester visiting with us. It is time for your student teaching experiences with them.

Student Teaching Development Plan Overview

One of the most commonly asked questions during the student teaching experience has to do with the timing of the teacher candidate's teaching responsibilities. The teacher candidate should assume and release teaching responsibilities in a planned, gradual manner. The **Student Teaching Development Plan** is designed as a "road map" for the teacher candidate to follow during his/her student teaching practicum. It is a specific, week-by-week time line that indicates the teaching duties and other professional duties to be assumed by the teacher candidate during student teaching experience.

The plan should be developed jointly by the teacher candidate and the cooperating teacher during the first two weeks of the student teaching assignment.

The plan should be submitted to the university supervisor during the first visit along with class schedule.

The following suggested schedule is recommended by the Secondary PTEP faculty. Each of the areas may be compressed or extended according to the readiness of the particular teacher candidate.

Week 1: Familiarize self with classroom and students; plan with cooperating teacher(s); observe management strategies; examine texts and materials; observe/discuss lesson plans; assume some procedural tasks in the classroom; develop a Student Teaching Development Plan.

Week 2: Continue to plan with cooperating teacher(s); prepare lesson plans; work with individuals and small groups.

Week 3: Continue to plan and assume some classroom responsibilities, inclusive of teaching planned lessons.

Week 4: Continue to prepare lesson plans and teach lessons daily; continue to add other teaching responsibilities.

Weeks 5-7: Continue to add teaching responsibilities until full-time teaching responsibilities are reached.

Weeks 8-13: Full-time teaching responsibilities.

Weeks 14-16: Begin to gradually release responsibilities back to cooperating teacher(s).

Student Teaching Development Plan (Example)

(Activities may be compressed or extended according to readiness)

Teacher Candidate: _____ **Subject/Grade:** _____

School: _____ **Cooperating Teacher:** _____

University Supervisor: _____ **Date:** _____

(Example only. Teacher candidate's plan may require a more extensive week by week narrative of student teaching activities.)

Week 1 (Aug. 26 - 30): Familiarize self with students, staff, classes, and school. Participate in unit and staff meetings. Examine textbooks and curriculum guidelines. Observe administrative and procedural tasks.

Week 2 (Sept. 9 - 13): Plan lessons with C.T. and teach lessons under C.T.'s plans. Observe other teachers. Continue with all the above.

Week 3 (Oct. 7 - 11): Plan and teach more lessons under C.T.'s plans. Plan and teach own lessons. Work towards one full day of instruction. Continue with all the above.

Weeks 4 & 5 (Oct. 14 - 18): Prepare and teach lessons daily. Add teaching responsibilities until full teaching load is reached.

Weeks 6-13 (Nov. 11 - 15): Take full responsibility of classes.

Weeks 10-16 (Dec. 9 - 13): Release responsibilities slowly and implement closure activities with classes. Meet with Principal to discuss student teaching experience.

Student Teacher's Signature

Cooperating Teacher's Signature

University Supervisor's Signature

Student Teaching Development Plan Template

(Activities may be compressed or extended according to readiness)

Teacher Candidate: _____ Subject/Grade: _____

School: _____ Cooperating Teacher: _____

University Supervisor: _____ Date: _____

(Example only. Teacher candidate's plan may require a more extensive week by week narrative of student teaching activities.)

Week(s) _____ (date):

Week(s) _____ (date):

Week(s) _____ (date):

Week(s) _____ (date):

Week(s) _____ (date):

Week(s) _____ (date):

Student Teacher's Signature

Cooperating Teacher's Signature

University Supervisor's Signature

Student Teacher's Class Schedule Template

Student Teacher's Name: _____

Cooperating Teacher's Name: _____

School: _____ Semester/Year: _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Submit to University Supervisor on or before first visit

You may use your own format if more appropriate.

Responsibilities of the Cooperating Teacher

To best facilitate this experience for the student teacher, it is suggested that the cooperating teacher be responsible for :

- Preparing the class for the arrival of the student teacher;
- Collecting a set of musical scores and/or textbooks for the student teacher and providing him/her with helpful materials such as school bulletins, schedules, class rolls, school handbooks, and curriculum guides;
- Providing a work and study area or space in the classroom for the student teacher, if at all possible;
- Welcoming the student teacher by familiarizing him/her with the school building, introducing him/her to the principal and other school personnel, and providing him/her with time to visit and observe throughout the school;
- Assisting the design of a *Student Teaching Development Plan* (see previous pages) with the student teacher;
- Explaining methods of keeping attendance, homeroom records, grade and report cards, cumulative folders, and other necessary records;
- Scheduling a conference with the student teacher at least once a week. Impromptu conferences may occur daily depending on the student teacher's needs and the cooperating teacher's time;
- Meeting with the university consultant on a regular basis to assess the student teacher's progress (email and phone work well);
- Evaluating the student teacher frequently on an informal and formal basis (formal evaluation forms and rubrics are provided by the university consultant through the student teacher's hands);
- Informing the principal and the university consultant immediately should the student teacher encounter serious problems;
- Submitting a minimum of two formal, signed evaluation sheets with summaries of observed lessons to the university supervisor by the final week of the student teaching assignment.

Responsibilities of the University Supervisor/Consultant

The university supervisor/consultant will be responsible for:

- Maintaining open communications and good personal relationships with the student, the cooperating teacher, and the principal;
- Clarifying the University's expectations for the roles of the student teacher, the cooperating teacher, and the principal;
- Scheduling regular observations and meetings with the student teacher and the cooperating teacher to assess the student teacher's progress;
- Assisting the cooperating teacher in developing a Student Teaching Development Plan for the student teacher;
- Observing the student teacher in teaching situations;
- Keeping informed of the student's progress through observations and conferences with the student teacher and the cooperating teacher;
- Visit at least two times during the assignment (four times per 16 week assignments);
- Submitting all evaluations from both the cooperating teacher and the university supervisor to the Office of Student Teaching;
- Submitting a final grade for the student no later than the University's final week of the semester.

Some Final Important Notes

Licensure

In order to fulfill a teaching contract, a prospective teacher must be licensed by the state in which he/she is to be employed. Licensure by the state is NOT an automatic event upon graduation and must be initiated by the STUDENT.

One is eligible to apply for a provisional license when he/she has completed their approved teacher preparation program and taken the state mandated assessment tests. If you desire licensure from the State of Colorado, you will need to obtain the necessary forms from the Student Teaching Office (McKee 216). Failure to request licensure upon completion of your program may mean additional course work if other State requirements are added prior to requesting licensure.

For certification in other states, you will need to contact that state department of education early during your student teaching semester.

Career Services

The Career Services/Placement Center at UNC assists students in career counseling, testing, resume writing, interviewing techniques, job search strategy and internships. Personal credential files containing academic information and recommendations are housed in the Career Services Center.

Other benefits allowed to the participants who have a credential file are: vacancy listings, placement on the referral services list, and the opportunity to participate in on-campus interviewing. Recruitment materials are housed in the reference library and several school district videos are also available for viewing.

Employment

Frequently, cooperating school districts express a desire to employ the student teacher during the student teaching experience. However, student teachers are not permitted to accept payment for a teaching assignment from a district during the time period designated as the "Student Teaching Experience" unless prior approval has been given by the Coordinator of the K-12 PTEP.

Appendix A

**University of Northern Colorado
School of Music
EDFE 444 Student Teaching
(Dr. Mayne's Letter, but revised a bit)**

Congratulations! You are now entering the final and possibly most rewarding stage in your undergraduate education at UNC. Student teaching is also one of the most stressful and busy times during your undergraduate studies.

The purpose of this letter is to help student teachers understand our expectations as your University Consultants and to provide a few guidelines and procedures. Our goal is to help make student teaching the most rewarding experience possible for you. Please read this information below and call us if you have any questions.

1. Your student teaching experience can have a significant impact on your ability to secure a job in the future. Treat everyone, with whom you work, with courtesy and respect.
2. Understand and accept the fact that you may be asked to do many things (some not enjoyable) that you don't want to do. Do them anyway, with a smile and then ask how else you can help. There is valuable learning potential in all you do.
3. Each cooperating teacher has his or her own methods and expectations for you. Your job is to be flexible and responsive to their procedures and demands.
4. Review your student teacher packet and understand that it is your responsibility to initiate all paperwork involved.
5. You will be observed a minimum of two times and possibly three times for each placement. Please make arrangements for us to consult privately during visitations. The teachers' lounge is not a good location for these meetings.
6. Make sure we have your current phone numbers and can contact you if needed. We are all busy and it will be difficult to make contact. Please feel free to contact us at:
Dr. Mills 970-351-2092 or charlotte.mills@unco.edu
Dr. Mayne 970-351-2526, or richard.mayne@unco.edu
Dr. Montemayor 970-351-2358 or mark.montemayor@unco.edu
Dr. Byrnes 970-351-2078 or Jason.byrnes@unco.edu
Dr. Gomez 970-351-2039 or julian.gomez@unco.edu
Dr. Harding 970-351-2673 or al.harding@unco.edu
7. You will be notified of the MUS 450 Seminar dates and times, which are the required seminars, which accompany student teaching.

8. Call us after your second week (before third week is over) of student teaching so we can set up the first visitation.
9. Random thoughts:
 - a. You are a guest. Your behavior and success will determine the placement of future students with your cooperating teachers.
 - b. Your actions will reflect not only on you, but also on all of your professors, and on UNC as a whole.
 - c. The world of music education is a very small world. It takes years to build a career and only seconds to destroy one.
10. Keep us informed about your job search situation. We consider it part of our responsibility to help you find employment and a position that fits your needs.

We wish you the best. Let us know how we can help you in the future. Thanks for all your great work and contributions to UNC over the past several years.

Appendix B

*Secondary and K-12 Music
Teacher Professional
Education Program*

Work Sample Guide

College of Education and Behavioral Sciences



*Secondary and K-12 Music
Professional Teacher Education Program*

Work Sample Guide

Introduction:

The purpose of the work sample is to provide evidence of each teacher candidate's ability to design and implement effective instruction and assessment that results in students' academic achievement. In other words, teacher candidates need to be able to demonstrate that as a result of planned instruction and assessment, students' content knowledge has improved.

The work sample consists of 8 sections as listed and described below

Section I: Planning Process

In this section, include

- A topic map of the content of the work sample
- A unit outline
- A brief written description of the content and the learning outcomes

Section II: Description of the Setting

The information included in this section is a description of the community, the school, and the classroom where the work sample will be implemented.

- Include information regarding the general socioeconomic level of the community and any other pertinent information about the community that is reflected in the school setting.
- Describe the school site.
 - grade levels
 - number of students
 - general school schedule
 - any additional information that provides a clear description of the school site
- Include a detailed description of the student population and classroom setting where the work sample will be implemented.
 - total number of students, males, and females
 - the cultural/ethnic make-up of the students, males, and females
 - number of students categorized as special needs and their disabilities, males, and females
 - number of students categorized as gifted or talented, males, and females
 - number of students categorized as English Language Learners (ELL) or English as a Second Language learners (ESL), males, and females

- a physical description of the classroom setting
- any additional information that provides a clear description of the classroom setting

Section III: Colorado Model Content Standards, Unit Goals, & Lesson Objectives

Identify the unit goals, the Colorado Model Content Standards, and the lesson objectives that are addressed by the work sample. All of the unit goals, standards, and objectives must be aligned with each other.

Section IV: Lesson Plans with supporting materials

- Include all (a minimum of 5 well developed lesson plans) for a 2-3 week unit
- Highlight/make obvious your attempts to help diverse students achieve the unit goals and objectives
 - varied instructional strategies
 - varied learning styles
 - varied abilities
- Following each lesson plan, include the supporting materials (i.e. transparencies, worksheets, an example of the manipulatives that will be used, notes that you use to teacher the lesson, etc.

Section V: Pre and Post Assessment

Include both the pre and post assessment. Assessment items need to reflect the content of the material of the work sample. Pre and Post assessments are not necessarily the same, rather they need to ascertain the mastery of the content and the student's level of proficiency toward the standard(s), unit goal, and lesson objectives prior to and after the completion of instruction.

Section VI: Analysis of Pre and Post Assessment

The **pre-assessment analysis** serves as a baseline of current student performance in relation to the content of the work sample.

There are several ways to organize and describe data; however, the work sample requires that **QUARTILES** be used for both the pre and post assessment analysis.

- Describe and analyze (in descriptive writing) the data from the pre-assessment.
 - Describe and analyze on a student by student basis
 - Compare each students' performance to that of the whole class
 - If applicable, describe and analyze selected groups within the class population (see aforementioned description of student population)
 - Create a graph of table to represent the pre-assessment results
- Identify any adjustments to instructional strategies, content, etc. you plan to make as a result of the pre-assessment analysis.

Checklist for Writing the Pre Assessment Analysis

1. Describe and analyze the students' scores
2. Describe what the scores in the four quarters represent
3. Compare and contrast the students' scores in the four quarters
4. If applicable, explain what the students' sub scores represent
5. Prepare a graph or table that represents pre assessment results
6. If applicable, describe and analyze selected groups within the class population
7. Identify any adjustments that may need to be made to strategies, content, etc.

Section VI: Analysis of Pre-Assessment and Post Assessment

The post assessment analysis serves as evidence of a your effectiveness in implementing instruction that results in student academic achievement in relation to the content of the work sample in achievement of the expected model content standards.

Remember, the work sample requires that QUARTILES be used for both the pre and post assessment analysis.

- Describe and analyze (in descriptive writing) the data from the post-assessment.
 - Describe and analyze on a student by student basis
 - Compare each students' performance to that of the whole class
 - Describe and analyze selected groups within the class population (see previous description of the student population)
 - Create a graph of table to represent the post-assessment results
- Identify any adjustments to instructional strategies, content, etc. you would make (in hindsight) as a result of the post assessment analysis that could be integrated into the unit for future use.
- Describe how students' achievement is linked to the instructional strategies that were employed in this work sample.

Checklist for Writing the Post Assessment Analysis

1. Describe and analyze the students' achievement gains or losses
2. Describe what the scores in the four quarters represent
3. Compare and contrast the students' scores in the four quarters
4. If applicable, explain what the students' sub scores represent
5. Prepare a graph or table that represents post assessment results
6. Prepare a graph or table that represents post assessment results in comparison to pre assessment results
7. If applicable, describe and analyze selected groups within the class population
8. Identify any adjustments that may need to be made to strategies, content, etc. based on the results of the post assessment

Section VII: Reflective Essay

Write a reflective essay that includes what you, the teacher candidate have learned about teaching and learning, instructional planning and assessment, and your own professional effectiveness and development.

Section VIII: References

Include a complete list of the texts, workbooks, periodicals, websites, etc. that were utilized in the preparation of the work sample.

Appendix C

Teacher Work Sample Rubric

Music Education K-12

I. Planning Process: This information includes a topic map of the content of the work sample, followed by a unit outline. Contents are described briefly and the learning outcomes of the work sample are identified.			
Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
3.0 Teacher candidate shall be knowledgeable about strategies, planning practices...to ensure student learning in a standards-based curriculum.	Planning provides for a casual focus upon most of the Colorado and/or National Content Standards for Music. <input type="checkbox"/>	Planning provides for a thorough focus upon all the Colorado and/or National Standards for Music and delineates several benchmarks. <input type="checkbox"/>	Planning provides for in-depth focus upon all the Colorado and/or National Standards for Music and delineates specific benchmarks for each standard. <input type="checkbox"/>
4.1 Utilizes content knowledge to ensure student learning	The planning focuses upon factual content learning only. <input type="checkbox"/>	The planning provides for skills learning as well as factual learning. <input type="checkbox"/>	The planning provides for conceptual learning as well as skills and factual learning. <input type="checkbox"/>
4.3 Apply expert content knowledge to enrich and extend student learning 4.4 Integrates literacy and mathematics into content area instruction.	Provides for few enrichment activities, and few math literacy connections. <input type="checkbox"/>	Provides for several enrichment activities which connect literacy and mathematics to the musical learning Process. <input type="checkbox"/>	Provides for many alternative enrichment and extension activities that apply literacy and mathematics in a meaningful way. <input type="checkbox"/>

<p>II Description of Setting: This information includes a description of the community, the school, and the classroom where the Work Sample will be implemented.</p>			
Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
8.3 Understands and responds to influences on educational practice including: federal and state constitutional provisions; federal executive, legislative, and legal influences; state roles of the governor, legislature, and State Board of Education; local school districts, boards of education and boards of cooperative educational services; nontraditional and non-public schools, including charter schools, religious schools, and home schooling; public sector input from business, advocacy groups, and the public.	<p>The work sample contains one example of political and one example of community influence on the educational setting.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample includes several examples of political and community influences on the educational setting.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample demonstrates an impressive understanding of how the community and politics can influence the educational setting.</p> <p style="text-align: center;"><input type="checkbox"/></p>
9.1 Recognize and understand how students differ from one another	<p>The work sample includes some examples of student diversity.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample includes specific examples of student diversity and reflections on the impact of diversity on the class.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample includes specific examples of student diversity and reflections on the impact of diversity on the class; and how the teacher candidate will use their knowledge of the diversity to enhance instruction.</p> <p style="text-align: center;"><input type="checkbox"/></p>

III. Content Standards, Unit Goal, and Lesson Objectives: Identify the unit goals, the Colorado Model Content Standards, and the lesson objectives that are addressed by the work sample. All of the unit goals, standards, and objectives must be aligned with each other.			
Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
4.2 Enhance content instruction through a thorough understanding of all Colorado Model Content Standards for Music.	<p>The work sample includes evidence of knowledge of Colorado Model Content Standards for Music.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample shows clear alignment between the lesson objectives and the music content standards.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample demonstrates integration of unit goals, model content standards, lesson objectives, and assessments to enhance music instruction.</p> <p style="text-align: center;"><input type="checkbox"/></p>

IV. Lesson Plans: A two to three week unit with a minimum of five (5) well-developed lesson plans need to be prepared for the work sample. Include the supporting materials, i.e.: transparencies, worksheets, an example of the manipulatives that will be used, notes that will be used to teach the lesson, etc. Incorporate/integrate varied instructional strategies throughout the lessons. Consider the varied learning styles of the students.

Performance Indicator	Level of Performance		
	Basic	Proficient	Advanced
1.1 (Literacy) Beginning secondary teachers are able to plan and organize literacy instruction based on content needs.	The work sample includes an attempt to incorporate literacy instruction based on appropriate content. <input type="checkbox"/>	The work sample includes examples of literacy based on appropriate content. <input type="checkbox"/>	The work sample includes multiple uses of literacy instruction to enhance the existing curriculum. <input type="checkbox"/>
1.2 (Literacy) Beginning teachers support reading and writing through relationships among reading, writing and oral language. 2.1 Beginning teachers are able to plan and organize writing instruction based on ongoing assessments. 2.4 (Literacy) Beginning teachers are able to support writing through relationships among reading, writing, and oral language.	The work sample demonstrates an attempt to infuse reading, writing, and oral activities into the content area. <input type="checkbox"/>	The work sample includes examples of related reading, writing, and oral activities in the content area. <input type="checkbox"/>	The work sample includes examples of integration of related reading, writing, and oral activities in the content area. <input type="checkbox"/>

<p>2.2 (Math) Beginning teachers are able to utilize CMCS in Math for the improvement of instruction.</p>	<p>The work sample attempts to incorporate some mathematical function into instruction.</p> <p style="text-align: center;"><input type="checkbox"/></p> <p>The work sample</p>	<p>The work sample includes standards-based mathematical functions in instruction.</p> <p style="text-align: center;"><input type="checkbox"/></p> <p>The work sample</p>	<p>The work sample uses standards-based mathematical functions as a focus for class instruction.</p> <p style="text-align: center;"><input type="checkbox"/></p> <p>The work sample</p>
<p>3.1 Design short and long range standards-based instructional plans for music instruction.</p>	<p>includes a 2-3-unit plan with a minimum of 5 lessons.</p> <p style="text-align: center;"><input type="checkbox"/></p> <p>The work sample demonstrates an attempt to apply music standards knowledge in</p>	<p>includes a well-developed unit plan and 5 lesson plans that incorporate varied instructional strategies throughout the lesson.</p> <p style="text-align: center;"><input type="checkbox"/></p> <p>The work sample includes valid applications music standards knowledge in</p>	<p>includes a comprehensive unit plan that encompasses lesson plans, objectives, content standards, unit goals and assessments.</p> <p style="text-align: center;"><input type="checkbox"/></p> <p>The work sample shows expert content knowledge through the incorporation</p>
<p>4.3 Apply expert music content knowledge to enrich and extend student learning.</p>	<p>ways that would enhance and extend student learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>ways that would enhance and extend student learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>of enrichment activities and ancillary materials that lead to enhanced and extended student learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>5.5 Understand the cognitive processes associated with various kinds of learning (eg.critical and creative thinking, problem solving, invention, memorization, and recall) and ensure attention to these learning processes so that students can</p>	<p>The work sample includes lesson plans that contain at least two different teaching strategies that ensure attention to various learning processes.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample includes lesson plans that contain multiple teaching strategies that ensure attention to various learning processes.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample includes lesson plans that contain multiple teaching strategies aligned with assessment that ensure attention to various learning processes.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<p>master content standards.</p>			
<p>6.2 Design and/or modify standards-based music instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.</p> <p>6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for those students.</p>	<p>The work sample reflects an attempt to individualize instruction for exceptional students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample demonstrates individualized instruction for exceptional students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample reflects a profound sense of understanding of the need of the exceptional student and the ability to individualize instruction based on those needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>9.3 Selects materials that meet the needs of a variety of learners.</p>	<p>The work sample includes a few variations in the type of materials used in classroom instruction.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample includes many types of materials used in the classroom instruction.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample includes multiple types of materials that reflect the various learning styles of the students in the classroom.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<p>V. Pre & Post Assessment: Both pre and post assessment items need to reflect the content of the material of the work sample. Pre and post assessments are not necessarily the same, rather they need to ascertain the mastery of the content and the students' level of proficiency toward the standards, unit goal, and lesson objectives being taught prior to and after the completion of instruction.</p>			
Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
3.2 Develop valid and reliable assessment tools for the classroom.	<p>The work of sample reflects the practice pre & post assessment to analyze student learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample demonstrates the development of pre & post assessments and the use of appropriate analyses for assessing student growth.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample adjustments to instruction based on pre and post assessment analysis.</p> <p style="text-align: center;"><input type="checkbox"/></p>
3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.	<p>The work sample demonstrates one formal and one informal assessment strategy including at least one rubric.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample demonstrates a variety of formal and informal assessment strategies including at least one rubric.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample demonstrates a wide variety of formal and informal assessments including frequent use of rubrics.</p> <p style="text-align: center;"><input type="checkbox"/></p>

VI. Analysis of Pre & Post Assessments: Describe and analyze on a student by student basis achievement gains; compare each student's performance to that of the whole class; if applicable, describe and analyze selected groups within the class population (i.e. students with special needs, students with English as a second language). Prepare a graph or table of some type to represent the pre & post assessment results.			
Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
3.5 Use assessment data as a basis for standards-based instruction.	The work sample includes the development of a pre & post assessment but lacks alignment with content standards and/or standards-based instruction. <input type="checkbox"/>	The work sample includes a pre & post assessment that relates to the content standard and/or standards-based instruction. <input type="checkbox"/>	The work sample includes pre & post assessments and data from that is used to inform the design of standards-based instruction related to the content standards. <input type="checkbox"/>
5.4 Raise the academic performance level of a group of students, over time, to a higher level. 5.7 Accurately document and report ongoing student achievement. 6.6 Collect data on individual student achievement and be accountable for each child's learning.	The work sample includes a collect of data for establishing a baseline of academic performance of a particular group of students. <input type="checkbox"/>	The work sample includes evidence of academic improvement of a particular group of students. <input type="checkbox"/>	The work sample includes various types of data analysis and reports of the evidence of academic improvement for a particular group of students. <input type="checkbox"/>
7.4 Apply technology to data-driven assessments of learning.	The work sample includes at least one type of computer generated graphic representation of collected data. <input type="checkbox"/>	The work sample includes two or more types of computer generated graphic representations of collected data. <input type="checkbox"/>	The work sample includes multiple types of computer generated representations of collected data <input type="checkbox"/>

<p>VII. Reflective Essay: A reflective essay includes what the teacher candidate has learned about teaching and learning, instructional planning and assessment, and his’/hers’ own professional effectiveness and development.</p>			
Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
8.5 Evaluate his/her own performance and assess the professional development options necessary to improve that performance.	<p>The work sample includes a simplistic self- assessment essay that only generally addresses the work sample’s effectiveness.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample contains a reflective essay that includes what the teacher candidate has learned and how he or she will use this new found knowledge.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work sample contains an in-depth reflective essay analysis of the work sample results, as well as a specific plan for implementing new found knowledge.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Appendix D

University of Northern Colorado
School of Music
Music Student Teacher Assessment Form (Music STAF)

Student Teacher: _____ School: _____

Date of **First** Assessment: _____ Date of **Second** Assessment: _____

Cooperating Teacher _____ University Supervisor _____

Class(es) Visited (Univ. Supervisor Only) _____

Guidelines

- *Successful completion of student teaching in music requires a level of performance of **Proficient** or **Advanced** on all performance standards and related performance indicators by the time of the final evaluation.*

Cooperating Teachers Guidelines

- The Cooperating Teacher in each placement will make two (2) formal observations using this **same** form.

First Observation: The Cooperating Teacher and the Student Teacher should discuss and evaluate all performance standards and performance indicators. Feedback will be provided to the Music Teacher Candidate.

Second Observation: Focus on achievement/growth of each performance standard and related performance indicators that are **not** at the proficient level.

- The observations/evaluations of the Cooperating Teacher should not be on the same dates as the University Supervisor.

University Supervisor Guidelines

- The University Supervisor will use this same form for all assessments and will visit at least twice.
- Pre-Conference and Post-Conference with the Student Teacher and Cooperating Teacher.
- The **student teaching development plan** and future observation plans will be discussed.
- All of the performance standards and related performance indicators are to be evaluated. Feedback will be provided to the Student Teacher.

Performance Levels For Music Teacher Candidates

Basic (**B**) Developing (**D**) Proficient (**P**) Advanced (**A**) Not Observed (**N/0**)

Standards & Performance Indicators Assessed

Standard I: Knowledge of Literacy (Reading/Writing)

Music content teacher candidates shall be knowledgeable about

a) student literacy development in reading, writing, speaking, viewing, and listening.

Related Performance Indicators:	Date Observed	Level of Performance
1.4 Reading	_____	B D P A N/O
1.5 Reading	_____	B D P A N/O
1.6 Reading	_____	B D P A N/O
2.3 Writing	_____	B D P A N/O
2.5 Writing	_____	B D P A N/O

Standard II: Knowledge of Mathematics

Music content teacher candidates shall be knowledgeable about mathematics and mathematics functions.

Related Performance Indicators:	Date Observed	Level of Performance
2.1 Math	_____	B D P A N/O

Standard III: Knowledge of Standards and Assessment

The music teacher candidate shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.

Related Performance Indicators:	Date Observed	Level of Performance
3.4	_____	B D P A N/O
3.5	_____	B D P A N/O
3.6	_____	B D P A N/O
3.7	_____	B D P A N/O
3.8	_____	B D P A N/O

Standard IV: Knowledge of MUSIC Content

The music teacher candidate shall be knowledgeable in literacy and mathematics and expert in their content endorsement area(s).

Related Performance Indicators:	Date Observed	Level of Performance
4.1	_____	B D P A N/O
4.2	_____	B D P A N/O
4.3	_____	B D P A N/O
4.4	_____	B D P A N/O

Comments:

Standard V: Knowledge of Classroom and Instructional Management

The music teacher candidate is knowledgeable about classroom practice in order to a) manage time successfully,

b) communicate, and c) keep accurate records. These skills will support and enhance student learning.

Related Performance Indicators:	Date Observed	Level of Performance
5.1	_____	B D P A N/O
5.2	_____	B D P A N/O
5.3	_____	B D P A N/O
5.6	_____	B D P A N/O
5.8	_____	B D P A N/O
5.9	_____	B D P A N/O

Standard VI: Knowledge of Individualization of Instruction

The music teacher candidate is responsive to the needs and experience children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning and is able to adapt instruction all learners.

Related Performance Indicators:	Date Observed	Level of Performance
6.1	_____	B D P A N/O
6.2	_____	B D P A N/O
6.3	_____	B D P A N/O
6.4	_____	B D P A N/O
6.5	_____	B D P A N/O
6.7	_____	B D P A N/O

Standard VII: Knowledge of Technology

The music teacher candidate is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning, exceptionalities and conditions that affect the rate and extent of

student learning and is able to adapt instruction all learners.

Related Performance Indicators	Date Observed	Level of Performance
7.1	_____	B D P A N/O
7.2	_____	B D P A N/O
7.3	_____	B D P A N/O
7.5	_____	B D P A N/O

Standard VIII: Democracy, Educational Governance, and Careers in Teaching

The music teacher candidate recognizes the school's role in teaching and perpetuating our democratic system.

The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine education practices.

Related Performance Indicators	Date Observed	Level of Performance
8.1	_____	B D P A N/O
8.2	_____	B D P A N/O
8.4	_____	B D P A N/O
8.5	_____	B D P A N/O

Standard IX: Diversity

The teacher candidate shall be knowledgeable about and demonstrate respect for cultural diversity.

Related Performance Indicators	Date Observed	Level of Performance
9.2	_____	B D P A N/O

Standard X: Professional Behavior

The music teacher candidate conducts him/herself in a professional manner.

Related Performance Indicators	Date Observed	Level of Performance
10.1	_____	B D P A N/O
10.2	_____	B D P A N/O
10.3	_____	B D P A N/O
10.4	_____	B D P A N/O

Summary of First Assessment

Strengths of the Lesson:

Areas for Growth/Refinement:

Other Comments:

Teacher Candidate Signature _____ Date _____

University Supervisor, or
Cooperating Teacher's
Signature _____ Date _____

Summary of Second Assessment

Strengths of the Lesson:

Areas for Growth/Refinement:

Other Comments:

Teacher Candidate Signature _____ Date _____

University Supervisor, or

Cooperating Teacher's
Signature

_____ Date _____

Summary of Third Assessment
(If Needed)

Strengths of the Lesson:

Areas for Growth/Refinement:

Other Comments:

Teacher Candidate Signature _____ Date _____

University Supervisor, or
Cooperating Teacher's
Signature _____ Date _____

Appendix E

MUS 450 - Seminar in Student Teaching for Music Educators

Checklist for Analyzing Student Teacher Videotapes*

Non-Verbal Behaviors

Accuracy of the teacher's musical model (if performing a musical passage)

Conducting (pattern, expression, precision, fluency, style, cueing, etc.)

Body "language" and eye contact

Personal mannerisms

Total conception of what and how to teach appropriately

Ability to listen to others

Professionalism in attitude

Verbal Behaviors

Descriptions/explanations (cogent-brief-"to the point")

Vocabulary (appropriate, accurate and descriptive)

Use of inductive questions in helping students understand and apply what is being learned

Command of Delivery

*Adapted from Landon, J. (1988). Clinical practice in music education. Fullerton, CA: Music Education Publications

Video Self-Assessment
MUS 450

Name: _____

Rank your responses from **1(low)** through **10 (high)**

1. What was your **comfort level** while teaching the class?
(1=anxious, 10=comfortable)

1 2 3 4 5 6 7 8 9 10
2. What **interest level** did your students exhibit in this video?

1 2 3 4 5 6 7 8 9 10
3. At which level would you categorize your **planning** for this lesson?

1 2 3 4 5 6 7 8 9 10
4. How much **positive student/teacher interaction** do you see in this video?

1 2 3 4 5 6 7 8 9 10
5. How would you rate your use of **questioning strategies** in this video?

1 2 3 4 5 6 7 8 9 10
6. How would you rate your use of **guided-practice strategies** in this video?

1 2 3 4 5 6 7 8 9 10
7. What do you feel is the level of **student learning** exhibited in this video?

1 2 3 4 5 6 7 8 9 10

Appendix F

Status of the Student Teacher in Colorado

Colorado law states, as part of the “Cooperative Teacher Education Act of 1973” (as amended in 1975):

“123-45-5 Authority and status of student teachers

1. Any student teacher, during the time that each student is assigned to a field experience within a public school, shall be deemed to be a public employee of the school district with the meaning of the “Colorado Governmental Immunity Act”. The duties and responsibilities of the student teacher shall be determined by mutual agreement between the school district and the authorized representative of the college.

2. The student teacher, during his/her field experience, shall be deemed an employee of the school district pursuant to the provisions of sections 81-2-2 and 81-2-7, C.R.S. 1963, for the purpose of workmen’s compensation and liability insurances as provided for other district employees.”

Not to be read into this wording is the interpretation that student teachers (.eg. non-certified personnel) are eligible substitute teachers. (You may teach in a cooperating teacher’s absence, but there must be a certified substitute teacher in the room with you). The status of the student teacher is that he/she is responsible for his/her own acts unless the University or public school personnel are materially negligent in defining and supervising the student teacher’s school activities.

Appendix G

Information Regarding Criminal Arrests & Current Judicial Proceedings

A policy of the **Professional Education Council** is to preserve the integrity of, and avoid embarrassment for, the teacher candidate, the faculty, and the University in regard to teacher education candidates who have been convicted of a felony and/or against whom a criminal charge is currently pending. This need for integrity and to avoid possible embarrassment is recognized as being particularly important during any field experience.

The intent of the **Professional Education Council** in seeking student awareness of the above policy is to:

- Ascertain if the prospective teacher candidate is eligible for licensure in light of the State of Colorado statute that identifies the legal requirements that guide the Colorado State Department of Education when licensing teachers. The statute states, in part, that licensed teachers “shall be of good moral character;”
- Avoid embarrassment to the teacher candidate in the event that current charges are made known to the field supervisor, or that the charges are brought to trial while the teacher candidate is participating in a field experience.

All applicants for the K-12 Professional Teacher Education Program (EDFE 110) must complete a **Felony Oath Statement** and submit it with their K-12 application packet prior to the first classroom experience. A similar oath statement is required by the State of Colorado when the teacher candidate applies for licensure.

If a teacher candidate has been or is under charge from a felony, he/she must immediately set up an appointment with the Coordinator of the K-12 PTEP regarding his/her licensure status as a teacher. A teacher candidate must bring the completed **Felony Oath Statement** to the meeting.

Appendix H

K-12 Professional Teacher Education Program

Music Education

Performance-Based Standards for Colorado Teachers Program Matrix

Instructional Levels:

- **Introduced:** Where in the program is the standard/standard element introduced?
- **Practiced:** Where in the program do teacher candidates have the opportunity to gain knowledge, understanding, and initially develop and/or practice the standard/standard element?
- **Applied:** How do teacher candidates demonstrate verifiable and appropriate proficiency in a standard/standard element?

Performance Level:

- **Basic:** Teacher candidates are introduced to the standard/standard element and demonstrate a basic level of knowledge and understanding. Teacher candidates have not yet had the opportunity to apply the standard/standard element in a college classroom or field setting.
- **Developing:** Teacher candidates demonstrate an increasing knowledge and understanding of the standard/standard element. Teacher candidates are able to begin demonstrating, with assistance, the standard/standard element in a field setting or college classroom, and to evaluate, with assistance, the success of the teaching performance.
- **Proficient:** Teacher candidates demonstrate substantial knowledge and understanding of the standard/standard element. Teacher candidates demonstrate the ability to apply the standard/standard element in a field setting, and to assess student learning and evaluate teaching performance. This is the level expected of well-prepared first year teachers.
- **Advanced:** Teacher candidates demonstrate comprehensive knowledge and understanding of the Standard/Standard element, can consistently apply the standard/standard element in a field setting; can skillfully integrate it into an overall lesson, and critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction

Standard I: Knowledge of Literacy (Reading)

The teacher candidate shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.

Performance Indicators	Instructional Level/Performance Level/Evidence					
	Introduced	PL	Practiced	PL	Applied	PL
<i>Criteria (Reading Instruction)</i>						
1.1 Beginning teachers are able to plan and organize literacy instruction based on content needs. In order to meet this standard, teacher candidates will: match students to appropriate text; know resources that support content learning, including young adult literature, professional published instructional materials, and library resources and technology; create a literacy environment, including time and space management.	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: course exams, papers, & projects. MUS 310: music and literacy connections	B	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: assignments: novel experience/response journal; annotated bibliography. MUS 310/414: Clinical hours at Chappelow Arts/Literacy Magnet	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observation/evaluations of teacher candidate's instruction.	P
1.2 Beginning teachers understand the use of cueing systems. In order to meet this standard, teacher candidates will understand: meaning (semantics); visual system (graphophonics); structure of English language (syntax).	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: course exams, papers, & projects. MUS 324/325 Choral Music Methods MUS 310 Song structure/language and reading connections	B	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: assignment: simplified miscue analysis. Content Methods Clinical Hours	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observation/evaluations of teacher candidate's instruction.	P
1.3 Beginning teachers' support reading and writing through relationships among reading, writing, and oral language. In order to meet this standard, teacher candidates will understand: vocabulary development; fluency; nature of oral and written language development.	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: course exams, papers, projects.	B	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: assignments: unit with integrated literacy experiences; novel experience/response journal.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observation/evaluations of teacher candidate's instruction.	P
1.4 Beginning teachers develop reading comprehension. In order to meet this standard, teacher candidates will: know comprehension strategies; understand comprehension of specific materials and text structures; apply thinking skills to reading.	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: course exams, papers, & projects.	B	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: assignments: unit with integrated literacy experiences; novel experience/response journal.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observation/evaluations of teacher candidate's instruction.	P
1.5 Beginning teachers promote student independent reading. In order to meet this standard, teacher candidates will: know and use a variety of text to gather information; employ strategies for motivating individual reading.	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: course exams, papers, & projects. MUS 310, 414: Literacy assignments in music content area.	B	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: assignment: annotated bibliography. Portfolio artifacts related to language & literacy development. MUS 310, 414: Literacy assignments in music content area.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observation/evaluations of teacher candidate's instruction.	P
1.6 Beginning teachers use reading to accomplish a variety of tasks, including reading for pleasure, reading for information, and reading to solve problems	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: course exams, papers, & projects. MUS 310, 414: Literacy assignments in music content area.	B	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: assignments: unit with integrated literacy experiences; novel experience/response journal. MUS 310, 414: Literacy assignments in music content area.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observation/evaluations of teacher candidate's instruction.	P

Standard I: Knowledge of Literacy (Writing)

The teacher candidate shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.

Performance Indicators	Instructional Level/Performance Level/Evidence					
	Introduced	PL	Practiced	PL	Applied	PL
<i>Criteria (Writing Instruction)</i>						
2.1 Beginning teachers are able to plan and organize writing instruction based on ongoing assessments. In order to meet this standard, teacher candidates will: conduct ongoing assessments of writing proficiency; develop a body of evidence; use writing assessments to plan, organize, and manage writing instruction; know resources, including literature and other text, professional published instructional materials, and library resources and technology; create an effective writing environment, including time and space management.	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: course exams, papers, & projects. MUS 310: song composition/with rhythm/language connections – speech ensemble compositions	B	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: assignment: literacy interviews; in class project and/or experience. MUS 310/414: Clinical hours	D	EDFE 444: Student Teaching EDFE 444: completed and assessed advanced work sample. UNC supervisor's & cooperating teacher's observation/evaluations of teacher candidate's instruction.	P
2.2 Beginning teachers are able to develop instruction that enables students to write for a variety of purposes, for different audiences, and in multiple genres. In order to meet this standard, teacher candidates will design instruction in which students: plan, draft, revise, and edit written communications; use rhetorical devices, including figurative language and symbolism, and precise vocabulary to convey meaning.	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: course exams, papers, & projects. Content Methods: concert/recital critiques for middle/high school students- article reviews & interview Reports.	B	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: assignment: unit with integrated literacy experiences; novel experience/response journal; RAFT writing experience. Content Methods	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observation/evaluations of teacher candidate's instruction.	P
2.3 Beginning teachers are able to develop students' knowledge of conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. In order to meet this standard, teachers will: understand the role of phonological processes and print awareness; know spelling strategies that connect to their content area; understand the structure and grammar of English language; incorporate word processing and other appropriate technology.	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: course exams, papers, & projects. Choral/General Music Content Methods: phonetic reading, song /speech compositions, word painting in choral music Music Theory: Finale Software	B	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: assignment: unit with integrated literacy experiences; in class project and/or experience. Choral/General Music Content Methods and Music Theory Courses	D	EDFE 444: Student Teaching Completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observation/evaluations of teacher candidate's instruction.	P
2.4 Beginning teachers are able to support writing through relationships among reading, writing, and oral language. In order to meet this standard, teacher candidates will understand: relationships among reading, writing, and oral language; vocabulary development; fluency in writing; nature of oral and written language development.	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: course exams, papers, & projects. MUS 310: song composition/with rhythm/language connections – speech ensemble compositions	B	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: assignment: unit with integrated literacy experiences; in class project and/or experience. MUS 310/414	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observation/evaluations of teacher candidate's instruction.	P
2.5 Beginning teachers are able to develop writing proficiency. In order to meet this standard, teacher candidates will understand: ideas and content writing; various organizational structures in their content area; sentence fluency; word choice; voice appropriate to writing in their content area.	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: course exams, papers, & projects. MUS 310: song composition/with rhythm/language connections – speech ensemble compositions. word painting in choral music	B	EDRD 340: Developing Language & Literacy in the Content Areas EDRD 340: assignment: literacy interviews; unit with integrated literacy experiences; in class reading/writing workshop. MUS 310, 414: Writing projects related to music study.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observation/evaluations of teacher candidate's instruction.	P

Standard II: Knowledge of Mathematics

The teacher candidate shall be knowledgeable about mathematics and mathematics instruction.

Performance Indicators	Instructional Level/Performance Level/Evidence					
	Introduced	PL	Practiced	PL	Applied	PL
2.1 Develop in students an understanding and use of: number systems and number sequences; geometry; measurement; statistics and probability; functions and use of variables.	General Education Category 2: selected mathematics course. LAC Category 2: selected mathematics course. Course exams, papers & projects.	B	Content Methods Courses Assessment of initial work sample, UNC faculty and/or Host teacher's evaluation of teacher candidate's instruction.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observation/evaluations of teacher candidate's instruction.	P/A
2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.	Content Methods Courses Portfolio artifacts related to math & music.	B	Content Methods Courses Assessment of initial work sample, UNC faculty and/or Host teacher's evaluation of teacher candidate's instruction in clinical work. Content Methods: Identify and correlate mathematical concepts to musical understanding. (ex. tunings, scales, frequencies, intensity, rhythmic proportions, acoustics etc).	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observation/evaluations of teacher candidate's instruction.	P/A

Standard III: Knowledge of Standards and Assessment

The teacher candidate shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.

Performance Indicators	Instructional Level/Performance Level/Evidence					
	Introduced	PL	Practiced	PL	Applied	PL
3.1 Design short and long range standards-based instructional plans.	EPSY 347 or 348 or 349: Educational Psychology Content methods & clinical experience EPSY courses: course exams, papers, & projects. Content Methods: Course assignments, papers and/or projects. Journaling & portfolio artifacts.	B	Content Methods Courses Assessment of initial work sample, UNC faculty and/or Host teacher's evaluation of teacher candidate's instruction. Portfolio artifacts related to standards based curriculum & assessment.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
3.2 Develop valid and reliable assessment tools for the classroom.	EPSY 347 or 348 or 349: Educational Psychology Content methods & clinical experience EPSY courses: course exams, papers, & projects. Content Methods: Course assignments, papers and/or projects. Journaling & portfolio artifacts.	B	Content Methods Courses Assessment of initial work sample, UNC faculty and/or Host teacher's evaluation of teacher candidate's instruction. Portfolio artifacts related to standards based curriculum & assessment.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.	EPSY 347 or 348 or 349: Educational Psychology Content methods & clinical experience EPSY courses: course exams, papers, & projects. Content Methods: Course assignments, papers and/or projects. Journaling & portfolio artifacts.	B	Content Methods Courses Assessment of initial work sample, UNC faculty and/or Host teacher's evaluation of teacher candidate's instruction. Portfolio artifacts related to standards based curriculum & assessment.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.	EPSY 347 or 348 or 349: Educational Psychology Content methods & clinical experience EPSY courses: course exams, papers, & projects. Content Methods: Course assignments, papers and/or projects. Journaling & portfolio artifacts.	B	Content Methods Courses Assessment of initial work sample, UNC faculty and/or Host teacher's evaluation of teacher candidate's instruction. Portfolio artifacts related to standards based curriculum & assessment.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
3.5 Use assessment data as a basis for standards-based instruction.	Content methods & clinical experience Course assignments, papers and/or projects. Journaling & portfolio artifacts.	B	Content Methods Courses Assessment of initial work sample, UNC faculty and/or Host teacher's evaluation of teacher candidate's instruction. Portfolio artifacts related	D	EDFE 444: Student Teaching Completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher	P/A

Instructional Level/Performance Level/Evidence						
			to standards based curriculum & assessment.		candidate's instruction.	
3.6 Provide effective verbal and written feedback that shapes improvement in student performance on content standards.	<p>Content methods & clinical experience</p> <p>Course assignments, papers and/or projects. Journaling & portfolio artifacts.</p>	B	<p>Content Methods Courses</p> <p>Assessment of initial work sample, UNC faculty and/or Host teacher's evaluation of teacher candidate's instruction. Portfolio artifacts related to standards based curriculum & assessment.</p>	D	<p>EDFE 444: Student Teaching</p> <p>EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.</p>	P/A
3.7 Prepare students for the Colorado Student Assessment Program (CSAP), [Third Grade Literacy Assessment—n/a for secondary], and other assessments of educational achievement.	<p>Content methods & clinical experience</p> <p>Course assignments, papers and/or projects. Journaling & portfolio artifacts.</p>	B	<p>Content Methods Courses</p> <p>Assessment of initial work sample, UNC faculty and/or Host teacher's evaluation of teacher candidate's instruction. Portfolio artifacts related to standards based curriculum & assessment.</p>	D	<p>EDFE 444: Student Teaching</p> <p>EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.</p>	P/A
3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.	<p>Content methods & clinical experience</p> <p>Course assignments, papers and/or projects. Journaling & portfolio artifacts.</p>	B	<p>Content Methods Courses</p> <p>Assessment of initial work sample, UNC faculty and/or Host teacher's evaluation of teacher candidate's instruction. Portfolio artifacts related to standards based curriculum & assessment.</p>	D	<p>EDFE 444: Student Teaching</p> <p>EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.</p>	P/A

Standard IV: Knowledge of Content

Secondary content teachers shall be knowledgeable in literacy and mathematics and expert in their content endorsement area(s).

Performance Indicators	Instructional Level/Performance Level/Evidence					
	Introduced	PL	Practiced	PL	Applied	PL
4.1 Utilize content knowledge to ensure student learning.	<p>Content methods courses, music theory, history, performance and technique courses</p> <p>Initial lesson plans covering each area of content knowledge approved to specific piece.</p>	B	<p>Clinical experience through methods courses, senior recitals, concerts, and applied lessons. PLACE Exam</p> <p>Assessment of initial work sample; cooperating teacher's observation/evaluation of teacher candidate's instruction.</p>	D	<p>EDFE 444: Student Teaching</p> <p>EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.</p>	P/A
4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards.	<p>Content methods courses, music theory, history, performance and technique courses</p> <p>Initial lesson plans covering each area of content knowledge approved to specific piece.</p>	B	<p>Clinical experience through methods courses, senior recitals, concerts, and applied lessons. PLACE Exam</p> <p>Assessment of initial work sample; cooperating teacher's observation/evaluation of teacher candidate's instruction.</p>	D	<p>EDFE 444: Student Teaching</p> <p>EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.</p>	P/A
4.3 Apply expert content knowledge to enrich and extend student learning.	<p>Content methods courses, music theory, history, performance and technique courses</p> <p>Initial lesson plans covering each area of content knowledge approved to specific piece.</p>	B	<p>Clinical experience through methods courses, senior recitals, concerts, and applied lessons. PLACE Exam</p> <p>Completed & assessed initial work sample. UNC faculty or host teacher's observations/evaluations of teacher candidate's instruction.</p>	D	<p>EDFE 444: Student Teaching</p> <p>EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.</p>	P/A
4.4 Integrate literacy and mathematics into content area instruction.	<p>Content methods courses</p> <p>Initial lesson plans covering each area of content knowledge approved to specific piece.</p>	B	<p>Content methods courses</p> <p>Completed & assessed initial work sample. UNC faculty or host teacher's observations/evaluations of teacher candidate's instruction.</p>	D	<p>EDFE 444: Student Teaching</p> <p>EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.</p>	P/A

Standard V: Knowledge of Classroom and Instructional Management

The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning.

Performance Indicators	Instructional Level/Performance Level/Evidence					
	Introduced	PL	Practiced	PL	Applied	PL
5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.	EDF 366: Conceptions of Schooling and Content Methods Courses EDF 366 & Content Method Courses: Course exams, papers & projects.	B	EDF 366: Conceptions of Schooling and Content Methods Courses Course exams, papers & projects. Clinical experience through content method classes. Completed & assessed initial work sample. UNC faculty or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts related to classroom & instructional management.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
5.2 Apply sound disciplinary practices in the classroom.	EDF 366: Conceptions of Schooling and Content Methods Courses EDF 366 & Content Method Courses: Course exams, papers & projects.	B	EDF 366: Conceptions of Schooling and Content Methods Courses Course exams, papers & projects. Clinical experience through content method classes. Completed & assessed initial work sample. UNC faculty or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts related to classroom & instructional management.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.	EDF 366: Conceptions of Schooling EPSY 347 or 348 or 349: Educational Psychology and Content Methods Courses EDF 366; EPSY Courses & Content Method Courses: Course exams, papers & projects.	B	EDF 366: Conceptions of Schooling and Content Methods Courses Course exams, papers & projects. Clinical experience through content method classes. Completed & assessed initial work sample. UNC faculty or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts related to classroom & instructional management.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
5.4 Raise the academic performance level of a group of students, over time, to a higher level.	EPSY 347 or 348 or 349: Educational Psychology and Content Methods Courses EPSY and Content Methods Courses: course exams, papers, & projects.	B	EDF 366: Conceptions of Schooling and Content Methods Courses Course exams, papers & projects. Clinical experience through content method classes. Completed & assessed initial work sample. UNC faculty or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts related to classroom & instructional management.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
5.5 Understand the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem solving, invention, memorization, and recall) and ensure attention to these learning processes so that students can master content standards.	EPSY 347 or 348 or 349: Educational Psychology Content Methods Courses EPSY and Content Methods Courses:	B	EDF 366: Conceptions of Schooling Content Methods Courses Course exams, papers & projects. Clinical experience through content method classes. Completed &	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's	P/A

Instructional Level/Performance Level/Evidence						
	course exams, papers, & projects.		assessed initial work sample. UNC faculty or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts related to classroom & instructional management.		observations/evaluations of teacher candidate's instruction.	
5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize, and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.	Content Methods Courses Content Methods Courses: course exams, papers, & projects.	B	EDF 366: Conceptions of Schooling and Content Methods Courses Course exams, papers & projects. Clinical experience through content method classes. Completed & assessed initial work sample. UNC faculty or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts related to classroom & instructional management.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
5.7 Accurately document and report ongoing student achievement.	EDSE 433: Exceptional Students in the Regular Classroom, and Content Methods Courses EDSE 433: course projects; portfolio artifacts related to the instructional needs of diverse learners. Content Methods Courses: course exams, papers, & projects.	B	EDF 366: Conceptions of Schooling and Content Methods Courses EDF 366 Course exams, papers & projects. Clinical experience through content method classes. Completed & assessed initial work sample. UNC faculty or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts related to classroom & instructional management.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.	EDFE 270: Field Based Experience and Content Methods Courses Content Methods Courses: course exams, papers, & projects.	B	EDF 366: Conceptions of Schooling and Content Methods Courses EDF 366 Course exams, papers & projects. Clinical experience through content method classes. Completed & assessed initial work sample. UNC faculty or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts related to classroom & instructional management.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.	EPSY 347 or 348 or 349: Educational Psychology, and Content Methods Courses EPSY and Content Methods Courses: course exams, papers, & projects.	B	EDF 366: Conceptions of Schooling and Content Methods Courses EDF 366 Course exams, papers & projects. Clinical experience through content method classes. Completed & assessed initial work sample. UNC faculty or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts related to classroom & instructional management.		EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	

Standard VI: Knowledge of Individualization of Instruction

The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning and is able to adapt instruction for all learners.

Performance Indicators	Instructional Level/Performance Level/Evidence					
	Introduced	PL	Practiced	PL	Applied	PL
6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.	EPSY 347 or 348 or 349: Educational Psychology Content Methods Courses EPSY & Content Methods Courses: course exams, papers & projects.	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction. Exams, projects, portfolio artifacts related to individualization of instruction.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.	EDSE 433: Exceptional Students in the Regular Classroom MUS 414: Contemporary Issues in Music Education EDSE 433: course projects; portfolio artifacts related to the instructional needs of diverse learners. MUS 414: course exams, papers & projects.	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction. Exams, projects, portfolio artifacts related to individualization of instruction.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for those students.	EDSE 433: Exceptional Students in the Regular Classroom MUS 414: Contemporary Issues in Music Education EDSE 433: course projects; portfolio artifacts related to the instructional needs of diverse learners. MUS 414: course exams, papers & projects.	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction. Exams, projects, portfolio artifacts related to individualization of instruction.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
6.4 Teach students within the scope of a teachers' legal responsibilities and students' educational rights, and follow procedures as specified in state, federal, and local statutes.	EDF 366: Conceptions of Schooling Content methods courses EDSE 433: Exceptional Students in the Regular Classroom Content Methods Courses EDF 366 & Content Methods Courses: exams, papers & projects. EDSE 433: course projects; portfolio artifacts related to the instructional needs of diverse learners.	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction. Exams, projects, portfolio artifacts related to individualization of instruction.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
6.5 Develop and apply individualized education plans.	Content Methods Courses Course exams, papers & projects.	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction. Exams, projects, portfolio artifacts related to individualization of instruction..	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A

Instructional Level/Performance Level/Evidence						
6.6 Collect data on individual student achievement and be accountable for each child's learning.	<p>Content Methods Courses</p> <p>Course exams, papers & projects.</p>	B	<p>Content Methods Courses</p> <p>Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction. Exams, projects, portfolio artifacts related to individualization of instruction..</p>	D	<p>EDFE 444: Student Teaching</p> <p>EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.</p>	P/A
6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.	<p>EDSE 433: Exceptional Students in the Regular Classroom MUS 414: Contemporary Issues in Music Education</p> <p>EDSE 433: course projects; portfolio artifacts related to the instructional needs of diverse learners. MUS 414: course exams, papers & projects.</p>	B	<p>Content Methods Courses</p> <p>Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction. Exams, projects, portfolio artifacts related to individualization of instruction.</p>	D	<p>EDFE 444: Student Teaching</p> <p>EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.</p>	P/A

Standard VII: Knowledge of Technology

The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.

Performance Indicators	Instructional Level/Performance Level/Evidence					
	Introduced	PL	Practiced	PL	Applied	PL
7.1 Apply technology to the delivery of standards-based instruction.	MUS 310: Teaching General Music in Elementary Schools MUS 311: Teaching General Music in Secondary Schools MUS 317: Teaching Instrumental Music in Secondary Schools MUS 325: Choral Methods & Literature for Elementary & Secondary Schools MUS 356: Marching Band Techniques Class projects, exams, & portfolio artifacts related to technology.	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
7.2 Use technology to increase student achievement.	MUS 310: Teaching General Music in Elementary Schools MUS 311: Teaching General Music in Secondary Schools MUS 317: Teaching Instrumental Music in Secondary Schools MUS 325: Choral Methods & Literature for Elementary & Secondary Schools MUS 356: Marching Band Techniques Class projects, exams, & portfolio artifacts related to technology.	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
7.3 Utilize technology to manage and communicate information.	MUS 310: Teaching General Music in Elementary Schools MUS 311: Teaching General Music in Secondary Schools MUS 317: Teaching Instrumental Music in Secondary Schools MUS 325: Choral Methods & Literature for Elementary & Secondary Schools MUS 356: Marching Band Techniques Class projects, exams, & portfolio artifacts related to technology.	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
7.4 Apply technology to date-driven assessments of learning.	MUS 310: Teaching General Music in Elementary Schools MUS 311: Teaching General Music in Secondary Schools MUS 317: Teaching Instrumental Music in Secondary Schools MUS 325: Choral Methods & Literature for Elementary &	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A

Instructional Level/Performance Level/Evidence						
	Secondary Schools MUS 356: Marching Band Techniques Class projects, exams, & portfolio artifacts related to technology.					
7.5 Instruct students in basic technology skills.	MUS 310: Teaching General Music in Elementary Schools MUS 311: Teaching General Music in Secondary Schools MUS 317: Teaching Instrumental Music in Secondary Schools MUS 325: Choral Methods & Literature for Elementary & Secondary Schools MUS 356: Marching Band Techniques Class projects, exams, & portfolio artifacts related to technology.	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A

Standard VIII: Democracy, Educational Governance, and Careers in Teaching

The teacher recognizes the school's role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine education practices.

Performance Indicators	Instructional Level/Performance Level/Evidence					
	Introduced	PL	Practiced	PL	Applied	PL
8.1 Model and articulate the democratic ideal to students, including: the school's role in developing productive citizens; the school's role in teaching and perpetuating the principles of a democratic republic.	EDF 366: Conceptions of Schooling EDFE 270: Field Based Experience MUS 210: Intro to Music Education EDFE 366: course exams, projects & papers.	B	EDF 366: Conceptions of Schooling MUS 311: Teaching Music in Secondary Schools: advocacy project MUS 414: Contemporary Issues in Music Education: philosophy and advocacy project MUS210: Intro to Music Ed. Philosophy project EDF 366: course exams, projects & papers.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
8.2 Develop, on the part of the students, positive behavior and respect for rights of others, and those moral standards necessary for personal, family, and community well being.	E EDF 366: Conceptions of Schooling EDFE 270: Field Based Experience MUS 210: Intro to Music Education EDFE 366: course exams, projects & papers.	B	EDF 366: Conceptions of Schooling MUS 311: Teaching Music in Secondary Schools: advocacy/philosophy project MUS 414: Contemporary Issues In Music Education: special learners projects. EDF 366: course exams, projects & papers.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
8.3 Understand and respond to influences on educational practice including: federal and state constitutional provisions; federal executive, legislative, and legal influences.; state roles of the governor, legislature, and State Board of Education; local school districts, boards of education, and boards of cooperative educational services; non-traditional and non-public schools, including: charter schools, religious schools, and home schooling; public sector input from business, advocacy groups, and the public.	EDF 366: Conceptions of Schooling EDFE 270: Field Based Experience MUS 210: Intro to Music Education MUS414: Contemporary Issues in Music Education EDFE 366: course exams, projects & papers.	B	EDF 366: Conceptions of Schooling MUS 311: Teaching General Music in Secondary Schools MUS 414 Contemporary Issues in Music Ed. : Constitutional issues and music EDF 366: course exams, projects & papers. MUS 311: advocacy position letter to school board.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
8.4 Promote teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public and private education.	EDF 366: Conceptions of Schooling EDFE 270: Field Based Experience MUS 210: Intro to Music Education EDFE 366: course exams, projects & papers.	B	EDF 366: Conceptions of Schooling and Content Method s Courses EDFE 366: course exams, projects & papers.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
8.5 Evaluate his/her own performance and assess the professional development options necessary to improve that performance.	EDF 366: Conceptions of Schooling EDFE 270: Field Based Experience MUS 210: Intro to Music Education EDFE 366: course exams, projects & papers.	B	EDF 366: Conceptions of Schooling Content Methods Courses EDFE 366: course exams, projects & papers. Content methods course: clinical experience; journal & self-assessment visa vis; host teacher evaluation	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction. MUS 450 Seminar in Student Teaching for the Music Educator	P/A

Standard IX: Diversity

The teacher candidate shall be knowledgeable about and demonstrate respect for cultural diversity.

Performance Indicators	Instructional Level/Performance Level/Evidence					
	Introduced	PL	Practiced	PL	Applied	PL
9.1 Recognize and understand how students differ from one another.	General Education Category 2: selected mathematics course. EDF 366: Conceptions of Schooling EDSE 433: Exceptional Students EDFE 270: Field Based Experience MUS 414: Contemporary Issues in Music Education General Education Category 2: selected mathematics course. Course exams, papers & projects. EDFE 366: course exams, projects & papers.	B	EDFE 270: Field Based Experience Content Methods Courses MUS 414: Contemporary Issues in Music Education: Special Learners projects Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
9.2 Create an environment that allows for diversity by providing appropriate learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives.	EDF 366: Conceptions of Schooling EDSE 433: Exceptional Students in the Regular Classroom EDFE 270: Field Based Experience MIS 414: Contemporary Issues in Music Education EDFE 366: course exams, projects & papers. EDSE 433: course projects; portfolio artifacts related to the instructional needs of diverse learners.	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts. MUS 414: Contemporary Issues in Music Education: Special Learners projects	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
9.3 Selects materials that meet the needs of a variety of learners.	EDSE 433: Exceptional Students in the Regular Classroom EDFE 270: Field Based Experience MUS 414: Contemporary Issues in Music Education EDSE 433: course projects; portfolio artifacts related to the instructional needs of diverse learners.	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts. MUS 414: Contemporary Issues in Music Education: Special Learners projects	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A

Standard X: Professional Behavior

The teacher conducts him/herself in a professional manner.

Performance Indicators	Instructional Level/Performance Level/Evidence					
	Introduced	PL	Practiced	PL	Applied	PL
10.1 Communicate respect, sensitivity, and caring toward students, colleagues, parents, and the community.	EDFE 270: Field Based Experience EDFE 270: portfolio artifacts related to professional behavior; field experience evaluation. MUS 210: clinical hours, artifacts, music faculty PTEP interview	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
10.2 Demonstrates appropriate professional behavior including dress, demeanor, and initiative.	EDFE 270: Field Based Experience EDFE 270: portfolio artifacts related to professional behavior; field experience evaluation. MUS 210: clinical hours, artifacts, music faculty PTEP interview	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts..	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
10.3 Understand and apply legal and ethical practices of teaching.	EDF 366: Conceptions of Schooling EDFE 366: course exams, projects & papers. MUS 210: clinical hours, artifacts, music faculty PTEP interview	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A
10.4 Demonstrate an understanding of school reform issues.	EDF 366: Conceptions of Schooling EDFE 366: course exams, projects & papers. MUS 210: clinical hours, artifacts, music faculty PTEP interview	B	Content Methods Courses Completed & assessed initial work sample. UNC faculty and/or host teacher's observations/evaluations of teacher candidate's instruction. Portfolio artifacts.	D	EDFE 444: Student Teaching EDFE 444: completed & assessed advanced work sample. UNC supervisor's & cooperating teacher's observations/evaluations of teacher candidate's instruction.	P/A