



**University of North Texas  
Division of Music Education  
College of Music**

**Information for Student Teachers and Cooperating Teachers**

This packet contains information concerning the student teaching process including topics that are essential for cooperating teachers to cover with their student teachers, UNT expectations, a sample evaluation form and a suggested timetable. It also includes contact information for all University supervisors.

In addition, this packet contains a form (on the last two pages) that **needs to be signed by both the student teacher and the cooperating teacher** indicating that you both have gone over the student teacher packet together. **This needs to be completed as soon as possible and turned in no later than ONE WEEK AFTER THE OFFICIAL START OF YOUR STUDENT TEACHING (If you are the student teacher's SECOND SCHOOL, please have him/her submit the form by THE END OF THE FIRST WEEK OF STUDENT TEACHING.)** The student teacher needs to email or fax the form to:

UNT College of Music  
Music Education Division  
940.565.3730  
Fax: 940.565.2002

## Contact Information for University Supervisors, Observers, and Administrators

### Instrumental (Band)

Dr. Darhyl Ramsey  
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Dr. Sean Powell  
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### Music Education Office

Christopher Walker, Administrative Assistant  
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### Elementary

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### Chair of Division of Music Education

Dr. Debbie Rohwer  
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### Instrumental (Orchestra)

Dr. Elizabeth Chappell  
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### Choral

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The Division of Music Education is dedicated to empowering students through learning opportunities that are contextual and relevant to a career in teaching. To become an effective music educator, each student must commit to excellence in both teaching and musicianship.

## Essential Topics

### Planning

Student teachers are just beginning to discover the importance of planning lessons and rehearsals. It is vital that they experience a formal planning process. Here are some suggestions:

- **Share with the student teacher your year-long curriculum** at all grade levels. Show them the goals and objectives you have for each group.
- **Share how daily lessons and rehearsals fit into your long-range goals.**
- **Show them a written plan** for a lesson or rehearsal that they can use as a model for their own sessions. Share with them that an instrumental or choral rehearsal segment comes out of **score analysis** and is proactive. Reading through a score and reacting to what the ensemble does is important, but not a part of formal planning.
- As they begin to plan their own lesson and rehearsal segments, **plan collaboratively with them.**
- **Be sure the student is informed in plenty of time for their teaching sessions** so they will have adequate time to plan and your assessment can be fair. **You should review their plan AT LEAST ONE DAY BEFORE** they use the plan so that you might make suggestions for improvement.

### Feedback

It is crucial that these beginning teachers receive plenty of input from you. They rely on your expertise for guidance and reassurance. Feedback is likely the most important element of what you do as a cooperating teacher.

- **Set aside a regularly scheduled time DAILY** to discuss what the student has observed and what he or she has taught.
- A portion of your feedback should be verbal and a portion should be written.
- Be sure to **take notes** as you observe them.
- **Videotape their teaching segments** and watch portions of the tape with them, commenting on their actions. Include positive comments as well as those for improvement.
- **Be very specific** in your feedback. “That was a really great job” doesn’t tell the student what they did that was great, or how to improve.
- Always start your feedback with a **positive comment.**
- Assist them in coming up with solutions for problems that you notice.

### Cooperating Teacher Evaluations

College of Education will now be managing all Cooperating/Mentor Teacher Evaluations. For questions, please contact Tim Sutton in the College of Education ([tim.sutton@unt.edu](mailto:tim.sutton@unt.edu))

## Expectations

In order for the student teaching experience to be the best possible experience for the student teacher, the cooperating teacher, and the university supervisor and observers, it is helpful to clarify expectations, roles, and responsibilities of all involved. Listed below are ideas that might help answer any questions you have about UNT expectations and the roles of the student teacher, cooperating teacher, and UNT supervisors.

- **The student teacher is expected to be at your schools for the duration of the University semester.** This means they are expected to formally begin **August 29** and end **December 15**. *(If the student teacher is doing **TWO** rotations, they will be at their 1<sup>st</sup> school August 29-October 21 and at their 2<sup>nd</sup> school October 24-December 15).* Some student teachers choose to extend this period so that it coincides with your semester, as they want to be there on the first day of class and might want to participate in end-of-the-year concerts and activities. This decision is up to the student teacher. The University cannot require them to work in your school beyond the length of the University semester. The student teacher should make this decision before the placement begins and discuss this with the cooperating teacher.
- **The student teacher is expected to be professional in every way.** Their behavior, hygiene, attire, and all actions should be comparable to that of an in-service teacher. The student teacher is expected to be at the placement site on time every day. The College of Education allows **one absence for illness**. Student teachers may be excused for job interviews or job fairs and other professional events at the discretion of the cooperating teacher, University supervisor, and/or the Chair of the Music Education Department.
- **The student teacher is expected to follow expectations of professional attire as dictated by cooperating teachers or administrators.** Regardless of the district's official dress code, if a cooperating teacher or administrator asks a student teacher to modify their manner of dress (i.e. clothing, hair style, makeup, etc.), the student teacher is expected to abide by their standards. As guests in the schools, student teachers are obligated to respect these requests.
- **The student teacher is expected to communicate with the cooperating teacher and the University supervisor.** Any concerns or issues that arise should be clearly communicated in a timely manner. In case of a problem or concern, the student teacher should first discuss the matter with the cooperating teacher. If necessary, the next person to contact would be the University supervising teacher. If matters need to be taken further, please contact the division administrative assistant, who will then communicate with the Chair of the Division of Music Education. Contact information is included in this packet.
- **The cooperating teacher should clearly communicate his or her expectations to the student teacher at the beginning of the placement.** Student teachers need time to plan, find materials, determine goals and develop a teaching sequence. Working with the student teacher to develop a time line detailing the gradual increase of teaching responsibilities will give student teachers time to prepare and ease apprehension they might have.
- **The cooperating teacher should feel comfortable communicating with the University supervisor.** Open lines of communication often prevent problems from escalating and allow for efficient solutions.

All University supervisors invite your feedback, comments, and insight. They are available via e-mail and telephone. These University representatives are there to support you and the student teacher. Do not hesitate to contact them. Contact information is included in this packet.

- **The cooperating teacher should expect that the student teacher is still very much in a novice mode.** While the Music Education Division provides many teaching opportunities for our undergraduate students, the student teaching experience will be a novel one for them. Be gentle, especially at the beginning!
- **The University supervisor is expected to make at least four visits over the 16 weeks to your school to observe the student teacher.** These visits will be approximately two per each 8 weeks. These visits should be arranged ahead of time so that you are expecting them and the student teacher is prepared to conduct a teaching segment.
- **The University supervisor is expected to give the student teacher informative, helpful feedback.** This feedback should be both verbal and written. Ideally, time should be set aside immediately after the observation during which the University supervisor can visit with the student teacher and/or cooperating teacher to discuss the observation.
- **The University supervisor is expected to act as a liaison between the cooperating teacher and the student teacher.** He or she should establish contact with the cooperating teacher early in the placement and maintain contact throughout the semester.

## **A Guideline for Student Teaching Observations**

The following guide suggests areas of consideration for observation of student teaching. While each teaching event will be particular, and no guide can predict in advance the most salient aspects of a lesson in which to attend, the suggested areas below can serve to organize the observational process. Experienced observers may wish to utilize the guide as a check against observer notes.

### **I. Teaching**

#### **A. Planning and Organization**

1. Knowledge of all music and instructional materials used in the classroom
2. Demonstrates sufficient depth and breadth of subject area knowledge
3. Evidence of planning through written lesson plan
4. Planning reflects consideration of individual lesson as contribution to longer range goals
5. Prepares appropriate instructional goals and objectives
6. Devises teaching strategies to realize instructional goals and objectives
7. Uses terms, materials, repertoire, and activities suitable for the age level, abilities, and particular needs of the students
8. Provides for a variety of activities
9. Organizes activities into meaningful structure, including summarizing activities to evaluate whether learning has occurred
10. Assures that facilities, supplies, equipment, instruments, or other needs to carry out instruction are available and accessible to students

#### **B. Instruction: General Skills**

1. Communicates to students goals for the lesson
2. Gives directions clearly
3. Maintains visual contact with students
4. Uses a variety of teaching strategies
5. Balances nonverbal and verbal activities to best engage student learner
6. Evidences ability to improvise in action, adapting the preplan to respond to actual classroom events
7. Reflects on teaching actions and/or classroom events to check for student understanding
8. Demonstrates inclusion of student contributions in the learning process
9. Involves students in self-reflection and evaluation of learning
10. Pacing is suited to maintain student involvement
11. Opportunities for student success and reinforcement occur throughout the lesson

#### **C. Instruction: Musical Skills**

1. Provides musical model for students to emulate
2. Conducting reflects musical understanding and is technically skilled
3. Demonstrates competency on keyboard, classroom, or secondary instruments
4. Demonstrates effective teaching pedagogy in major field (voice, winds, percussion, etc.)

5. Demonstrates skill in the use of singing voice

#### **D. Classroom Management**

1. Promotes learning in the classroom through well established standards of organization and order
2. Respects individual differences and understands corporate classroom culture
3. Pacing maintains student interest
4. Procedures and routines are easily followed
5. Class starts promptly and with little confusion
6. Students are productively engaged in the learning process
7. Appropriate student behavior is positively reinforced
8. Evidences respect for students in verbal interaction
9. Observes and upholds school rules

## **II. Interpersonal Relationships and Personal Characteristics**

### **A. Interpersonal Relationships**

1. Listens to students
2. Perceives students' feelings accurately and with empathy
3. Responds with respect to students' concerns
4. Recognizes and respects cultural differences
5. Has positive rapport with students
6. Remains calm in dealing with conflict or disagreement
7. Accepts suggestions and feedback positively
8. Expresses negative feelings appropriately without causing resentment or hostility
9. Maintains high standards of ethics and models such consistently
10. Demonstrates emotional maturity and good judgment

### **B. Personal Characteristics**

1. Demonstrates enthusiasm and energy
2. Is self-reflective
3. Is flexible and able to make changes as necessary
4. Speaks with adequate volume and enunciates clearly
5. Varies tone of voice and inflection
6. Speech is free of jargon or overused phrases
7. Demonstrates appropriate dress, appearance, and manner
8. Is prompt and prepared for day's demands
9. Is dependable and reliable

## Suggested Timetable

The undergraduate program at the University of North Texas offers music education students many opportunities for actual teaching experience in a field setting. Consequently, most of our students will be ready to step into teaching segments relatively soon in the student teaching experience, based on your observations and assessments.

### Orientation – Week 1

- Set aside a time for you and your student teacher to go through the student teacher packet. Sign the form enclosed in the packet and have the student teacher mail it to the coordinator of student teaching no later than **2 weeks after the start of student teaching. (If you are the student teacher's SECOND SCHOOL, please have him/her submit the form no later than 2 weeks after they begin student teaching with you.)** This form will go in the student teacher's permanent file.
- Introduce the student to the physical layout of the school, the school staff, school policies and rules, daily schedule, parking, and code of conduct for student behavior.
- Introduce the student to the music department, curriculum guides, schedule of activities, festival, performances, class roster, attendance procedures, and resources available.
- Set up structured observations. Have the student teacher watch for specifics that you have discussed, such as instructional techniques, management techniques, conducting techniques, warm-up activities, tuning procedures, and wrap-up.
- Set aside a time DAILY to discuss what the student teacher has observed and allow for questions. Also discuss how you as the cooperating teacher plan for future lessons.
- Guide the student teacher through their first BRIEF attempts at teaching. This should be well planned so to ensure initial success. These first attempts might include running a warm-up in a choral or instrumental ensemble or teaching a song or one activity in elementary general music at one grade level.

### Induction – Weeks 2-5

- Based on your observations, the student teacher should gradually receive more responsibility. Examples include working with a small group of students, leading an entire rehearsal warm-up, leading a tuning session, leading a sectional rehearsal, teaching a concept in a segment in general music, teaching a marching band drill, introducing a unit to be taught during the next stage, introducing a new piece or song. *Student teachers at the elementary level will already have experience teaching entire classes at a particular grade level. They should be ready to take over an entire class period at that grade level.* Vocal student teachers will be at one level the first eight weeks and at the other level the second eight weeks. You will likely have to adapt this timetable to accommodate what they have learned in the previous placement.



- DAILY observe the student teacher's efforts and give formal feedback, both verbal and written.
- DAILY go over the student teacher's plan and plan collaboratively for his or her next activity, guiding them through the process of creating an effective plan.
- Videotape their early teaching segments for your feedback sessions and to contribute to their portfolio.
- Have the student teacher take over SOME administrative tasks.

### **Assumption – Remaining weeks**

- Your student teacher should gradually be able to take over extensive responsibility for planning, teaching, and evaluation.
- Continue to monitor the student teacher's lesson plans.
- Continue observations and feedback sessions to continue to give the student teacher input, suggestions, and guidance.
- Examples of activities for the student teacher at this stage include introducing and teaching a unit, preparing one or two pieces for a concert or performance, assuming complete responsibility for planning, teaching and evaluating a class; preparing, administering and grading a test; selecting music for solo/ensemble/festival/concert; developing a series of instructional warm-ups for a piece that comes from score analysis; auditioning students for placement in a section; assisting with a fund-raising project; preparing a concert program; observing other teachers in the field; regularly rehearsing one or two pieces at a variety of levels and a variety of ensembles; and taking over responsibility for an ensemble or an entire grade level.

## EVENING SEMINARS

All student teachers are required to attend evening seminars at the UNT campus. Please allow them to attend these important meetings that will count towards their final grade as a student teacher:

Topic	Attendance (Yes/No)	Band/Orch Meeting Date <i>(5:00-6:30 pm, Room 324)</i>	Choir Meeting Date <i>(5:30-7 pm, Room 324)</i>
Cultural Awareness		Tuesday, Sept. 6	Monday, Sept. 12
Ethics, Resumes, Interviews		Tuesday, Oct. 4	Monday, Oct. 10
Core Knowledge Teaching & Discipline Management		Tuesday, Nov. 1	Monday, Nov. 14
Summary		Tuesday, Dec. 6	Monday, Dec. 12

### Important Dates for Student Teachers

1. **On the day of your orientation (see syllabus)** - Go to the Registrar office and pick up an application packet for Graduation. Go to this link to for graduation application procedures and due dates:  
<http://essc.unt.edu/registrar/graduation.html>.
2. To find study guides for the TExES exams:  
Go to **www.tmea.org**. Under the "Divisions" button, find the link for college. Then find TExES Information and Review. There are many great study guides on this site, specifically related to the Music (EC-12) exam.  
In addition, go to <http://www.texas.ets.org/texas/prepMaterials/>, and find the links for 160 Pedagogy & Professional Responsibility (EC-12) and 177 Music (EC-12).
3. **Competency (Practice) Test Dates at UNT campus**  
<http://www.coe.unt.edu/texas-advising-office/texas-exams/texas-practice-exams>)

Register at <http://www.coe.unt.edu/texas-advising-office/texas-exams/texas-practice-exams/texas-practice-exam-registration>. It is no longer mandatory to take the practice test and pass it before you can register for the TExES test, but it is strongly recommended.

#### 4. Test Dates for TExES exams

**\*Please contact the UNT TExES Advising Office as they will have the most up-to-date info:**  
<https://www.coe.unt.edu/texas-advising-office>

Exams may also be taken through **Computer-Administered Tests (CAT)** at a variety of test centers throughout Texas. **Registration must be completed at least four business days before the test. See**

Should you have any questions, contact the staff at the TExES office **(940-369-8601)**. You will need to register for two tests: the Pedagogy and Professional Responsibilities (PPR) EC-12 and the Music EC-12. The test code for the PPR EC-12 test is 160. The test code for the Music EC-12 test is 177. Each tests fee is \$120.00. The fee for two tests is \$240.00.

5. Closer to the end of the semester, apply for certification online at [www.sbec.state.tx.us](http://www.sbec.state.tx.us). A certification fee of \$77.00 is required.

\*To access the Mentor Teacher Handbook from UNT's College of Education, please go to this website:

<https://www.coe.unt.edu/sites/default/files/134/Mentor%20Teacher%20Handbook.pdf>

## Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 247</u>	EDUCATORS' CODE OF ETHICS
<b>RULE §247.2</b>	<b>Code of Ethics and Standard Practices for Texas Educators</b>

- (a) Professional responsibility. The Texas educator should strive to create an atmosphere that will nurture to fulfillment the potential of each student. The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. In conscientiously conducting his or her affairs, the educator shall exemplify the highest standards of professional commitment.
- (b) **Principle 1: Professional Ethical Conduct, Practices and Performance.**
- (1) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
  - (2) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
  - (3) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
  - (4) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
  - (5) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
  - (6) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
  - (7) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
  - (8) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
  - (9) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
  - (10) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

- (11) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (12) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- (13) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

**(c) Principle 2: Ethical Conduct Toward Professional Colleagues.**

- (1) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (2) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (3) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (4) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (5) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (6) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (7) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

**(d) Principle 3: Ethical Conduct Toward Students.**

- (1) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (2) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- (3) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- (4) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- (5) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- (6) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

- (7) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- (8) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- (9) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
- (i) the nature, purpose, timing, and amount of the communication;
  - (ii) the subject matter of the communication;
  - (iii) whether the communication was made openly or the educator attempted to conceal the communication;
  - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
  - (v) whether the communication was sexually explicit; and
  - (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

University of North Texas  
Review of Cooperating Teacher Packet  
**COOPERATING TEACHER #1**  
Please email or fax this to:

*UNT College of Music*  
*Music Education Division*  
*Christopher Walker, Administrative Asst.*  
[Christopher.Walker@unt.edu](mailto:Christopher.Walker@unt.edu)  
*Fax: 940.565.2002*

Both I, the Cooperating Teacher, and my student teacher have read through this packet together and have discussed and agreed upon the contents. I (the Cooperating Teacher) am also aware of the Mentor Teacher Handbook that trains and advises me on my mentoring role.

**FIRST** Cooperating Teacher's Printed Name \_\_\_\_\_

**FIRST** Cooperating Teacher's Signature \_\_\_\_\_

Student Teacher's Printed Name \_\_\_\_\_

Student Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

\*To email, you can either scan or take a photo and send the attachment to the MUED admin assistant.

University of North Texas  
Review of Cooperating Teacher Packet  
**COOPERATING TEACHER #2**  
Please email or fax this to:

*UNT College of Music*  
*Music Education Division*  
*Christopher Walker, Administrative Asst.*  
[Christopher.Walker@unt.edu](mailto:Christopher.Walker@unt.edu)  
*Fax: 940.565.2002*

Both I, the Cooperating Teacher, and my student teacher have read through this packet together and have discussed and agreed upon the contents. I (the Cooperating Teacher) am also aware of the Mentor Teacher Handbook that trains and advises me on my mentoring role.

**SECOND** Cooperating Teacher's Printed Name \_\_\_\_\_

**SECOND** Cooperating Teacher's Signature \_\_\_\_\_

Student Teacher's Printed Name \_\_\_\_\_

Student Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

\*To email, you can either scan or take a photo and send the attachment to the MUED admin. Assistant.