

Shepherd University
Bachelor of Music Education
Handbook



For students entering 2015-2016

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FOR THE DEGREE OF BACHELOR OF MUSIC EDUCATION (BME)

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PHILOSOPHY AND THEME

TEACHER AS REFLECTIVE PROBLEM SOLVER

The collaborative efforts of a broad constituency created the conceptual framework, Teacher as Reflective Problem Solver (TARPS) in 1987 and revised in 1992, 2008, and 2009. Drafts circulated among the PEUC, Deans, candidates, public school partners, and Educational Personnel Preparation Advisory Committee (EPPAC) members. Participant feedback shaped the vision of the PEU. The PEUC, candidates, public school personnel, and EPPAC reflect and work together to benefit candidates' positive impact on the education of all children. The mission of the PEU is to work in partnership with area schools to prepare highly qualified, reflective teachers who believe in fairness and that all children learn.

Based on ongoing discussions of desired outcomes, research of the relevant literature, feedback from school administrators and teachers, and practitioners, INTASC and NBPTS standards, and the Framework for 21st Century Learning, the PEU believes that teacher candidates should possess the willingness and capacity to:

1. Develop a philosophy of teaching based on philosophical and theoretical viewpoints about schooling, teaching and learning;
2. Commit to continuous reflective self-examination for personal and professional development;
3. Demonstrate leadership by functioning as a change agent who influences and improves the education of P-12 students, through scholarship, community action, and collaboration in educational settings;
4. Focus on the development of P-12 students' critical mindedness, problem-solving skills, self-motivation, cooperative social interaction, and commitment to excellent performance;
5. Develop an adequate understanding of the social and psychological conditions of learning including cultural and linguistic differences, exceptionalities and developmental characteristics of P-12 students;
6. Develop, articulate and practice a constructivist, integrated, and multicultural curriculum and pedagogy that promotes and honors individual dignity and rights of P-12 students consonant with the nature of a pluralistic and democratic society;
7. Plan, implement, and assess learning experiences that promote acquisition of the knowledge, skills, and dispositions P-12 students need to become critical participants in a global society;
8. Access current research findings regarding schooling, teaching and learning and use these findings in educational programs;
9. Develop a critical understanding of the central concepts, tools of inquiry and structures of representation and their interdisciplinary connections in pedagogical content knowledge that are central to the discipline(s) she/he teaches including the uses of educational multimedia technology;
10. Foster relationships between schools, higher education colleagues, parents, governmental agencies, individuals and groups in the larger community to support P-12 students' learning;
11. Integrate and implement theory and practice in a coherent pedagogy;
12. Consistently reflect on their knowledge base, dispositional orientations, and performance characteristics.

Knowledge enables one to make informed choices, to participate actively in the shaping of one's own life, and to influence the social, cultural, political and economic structures of a democratic society. Based on the belief that education should empower all students and teachers to exercise informed choices in a global society, our purpose is to facilitate the development of liberally educated teachers who demonstrate the willingness and capacity to empower all P-12 students. The unit is committed to promoting social justice, embracing diversity and inclusion, and enhancing teaching and learning through technology. The schooling context is complex; it is characterized by a significant degree of ambiguity that precludes a formulaic approach to teaching. This complexity necessitates that teacher candidates and practitioners develop a philosophy and principles for practice based on reflective problem solving. Teachers identify and frame problems, generate and consider multiple solutions, choose and implement courses of action, and evaluate results.

Knowledge Goals

Teachers must refer to a knowledge base that supports their beliefs and actions in order to engage pedagogical problems. The ability to render/discuss/interpret a knowledge base that justifies the predispositions and assumptions that underlie teaching/learning behavior is a key characteristic of TARPS. Teacher candidates must possess knowledge of content, context, and learners. When diagnosing student needs, planning, implementing, and assessing teaching/learning, the candidate/practitioner:

1. Demonstrates an understanding of developmental issues (cognitive, social, emotional, physical);
2. Accesses and uses current research findings;
3. Demonstrates an understanding of the core concepts, tools of inquiry, and structures of knowledge of subjects being taught and their interdisciplinary connections;
4. Demonstrates sufficient breadth and depth of content knowledge to meet student needs;
5. Demonstrates an understanding of relationships between theories and practice;
6. Considers the diverse nature of classrooms and society;
7. Considers and uses the Framework for 21st Century technology practices.

Disposition Goals

The candidate's reflective disposition is fundamental to TARPS. The PEU's commitment to the development of reflective dispositions is strongly indicated by the use of both the terms "willingness" and "capacity" in the statement of Program Goals and Candidate Outcomes. Willingness means the demonstrated commitment to continual professional development and capacity means demonstrating the ability to achieve professional and pedagogical goals. Reflection is an innate human capacity and ability amplified so it becomes a conscious tool for effective teaching/learning. Candidates demonstrate the capacity to reflect on the day-to-day aspects of teaching/learning, to decide whether a teaching/learning activity achieves the purposes of a sound education, and to judge how this experience relates to the larger issues of democracy, justice, and equity in our diverse society. The candidate demonstrates the willingness and capacity to:

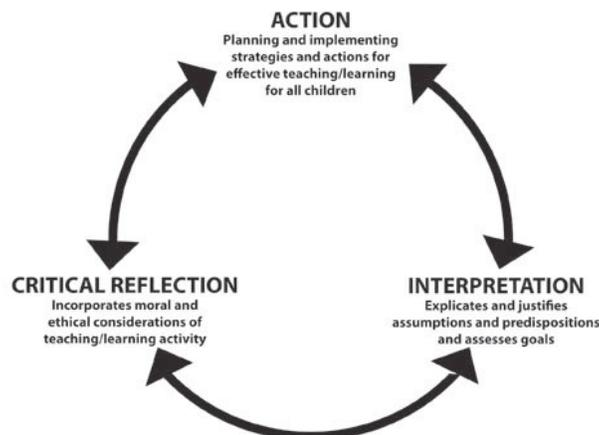
1. Practice teaching/learning from our model's thematic structure: Action, Interpretation, and Critical Reflection;
2. Continuously engage in self-analytical and self-reflective processes for professional development;
3. Engage in critical discourse about education issues;
4. Respect the individual dignity and diverse learning orientations of all students;
5. Commit to excellence in academics and practical teaching/learning experiences;
6. Assume personal responsibility for professional development.
7. Engage in lifelong learning.

Performance Goals

Performance goals facilitate the development of the candidate's capacity to plan, implement, and assess a program of teaching/learning that is effective for all students. Teacher candidates must be skillful in reflection on learner and teacher performances. The candidate:

1. Observes, describes, and analyzes self, individual student and group performance in order to design developmentally and individually appropriate and improved teaching/learning experiences;
2. Plans and implements teaching/learning experiences that develop students' problem solving capacity and critical thinking skills;
3. Plans and implements teaching/learning experiences that are based on a constructivist epistemology;
4. Plans and implements teaching/learning experiences that embrace student diversity;
5. Plans and implements teaching/learning experiences that promote students' ability to contribute productively in a global society;
6. Plans and implements 21st Century Learning experiences that are based on explicit understanding of the core concepts, tools of inquiry, and structures of knowledge that are central to the subjects being taught;
7. Uses a variety of 21st Century Learning assessment strategies (e.g., portfolios, observations, presentations, essays, criterion-referenced tests, learning project results, norm-referenced tests), both formative and summative, to assess the effectiveness of teaching/learning experiences;
8. Uses a variety of 21st Century Learning strategies (e.g., individualization, whole group, project groups, cooperative learning, learning centers, discussion, lecture, technology) to optimize teaching/learning opportunities in the classroom;
9. Uses reflection to modify instruction to meet the needs of students.
10. Uses professional organizations, community, and other resources outside the classroom to enhance student learning.

Reflective dispositions prepare candidates to respond effectively to the range of concerns found in the classroom. Teachers need to be concurrently reflective across three fields of consideration: Action, Interpretation, and Critical Reflection. The candidates examine their Action and are concerned with the application of pedagogical knowledge to achieve stated educational goals for every child. This action is subject to Interpretation. The candidates explicate and justify the assumptions and predispositions that underlie their teaching/learning activity.



During Critical Reflection, candidates assess the adequacy of the educational goals toward which the educational experience leads and incorporates moral and ethical criteria in assessing the outcomes of teaching/learning activities. This model conceptualizes and implements an experience cycle for teacher candidates that involves them in a continuous process of action and reflection. The cycle occurs respective to the aspects of campus coursework and field experiences/teaching as well as between the aspects of campus coursework and field experiences/teaching. The majority of professional education courses are characterized by a pattern of attendance in campus-based courses followed by performance in a field-based site. This campus-field-campus pattern ensures that each episode of action is followed by a systematic opportunity to reflect on practical experience and the theoretical frameworks that guide practical activity. Field experiences are not just opportunities for application, but are occasions for critical reflection on the theory/practice interaction.

Course Limitation Policy (Effective: Summer I: 5/16/11)

Pre-service Teacher Education Candidates are granted two (2) attempts for successful completion of each Professional Education course (EDUC-prefix) with a grade of C or better.

If the candidate fails to earn the requisite C or better by the end of the second attempt, the candidate is automatically removed from the Teacher Education Program.

Attempt criteria constitute any of the following:

- When a candidate enrolls in and completes any EDUC-prefix course but fails to earn the requisite C or better.
- When a candidate is removed from any course with a mandatory, field-based experience associated with EDUC registered courses resulting from “involuntary withdrawal.”
- When a candidate withdraws from an EDUC-prefix course in which the candidate’s course grade at the point of withdrawal fails to meet the requisite C or better.

To meet the academic rigor associated with the EDUC course candidates must have a minimum overall GPA of 2.5 to qualify for EDUC 320.

TEACHER EDUCATION GPA POLICY

Requirements and Definitions

Students seeking certification in education through Shepherd University are required to obtain the following Grade Point Averages:

Educational Studies	2.75 (includes Professional Studies and Specialty Studies courses)
Overall	2.75

It is the policy of the Professional Education Unit that these GPA's will not be waived. Extenuating circumstances will be considered by the appropriate departments upon the receipt of a written request by a student. In those cases deemed to merit further consideration, the following regulations will apply:

1. Core Curriculum:
 - a. The Core Curriculum program allows for some flexibility in the selection of courses. The student may be allowed to take additional courses, in the areas where flexibility occurs, to raise the GPA. In effect, the new course selected will substitute for the course previously taken in calculating GPA.
 - b. Courses will be selected jointly by the student and the Department of Education.
2. Specialty Studies
 - a. With the approval of the department involved, additional courses in the teaching field may be assigned to raise a GPA.
 - b. Courses will be selected by the Specialization Coordinator.
3. Professional Studies:
 - a. With the approval of the Department of Education, additional courses in professional education may be assigned to raise a GPA.
 - b. Courses will be selected by the Department of Education.
4. Overall:
 - a. With the approval of the Department of Education and the appropriate teaching field department(s), additional courses may be assigned to raise a GPA.
 - b. Courses will be selected jointly by the Department of Education and the appropriate teaching field Specialization Coordinator.

GPA Requirements and Definitions:

Specialty Studies: Primarily content courses required for certification in different fields of study, e.g., Multi-Subjects K- 6, Social Studies 5-Adult, etc.

Professional Studies: Courses beginning with EDUC prefix required for certification in different fields of study.

Educational Studies: Combination of Specialization and Professional Education courses required for certification in the various fields of study. We require a 2.75 GPA in Professional Studies.

Core Curriculum: Those credit hours required by Shepherd University for a degree.

Overall: All courses taken for credit toward graduation, including Educational Studies, General Studies, and Electives. We require a 2.75 Overall GPA.

SELECTION, RETENTION, COMPLETION, AND CERTIFICATION

A. Students who have entered Shepherd as a student beginning first semester of University work (The eligibility criteria for each review Juncture are minimums established by the Professional Education Unit. Refer to Specialization Handbooks for your area for additional criteria.)

1. Admission to Program: Juncture 1 Review

a. Student obtains application form for admission from the Department of Education, completes the form, and returns it to the Department of Education Office, 108 Knutti.

To be eligible for admission to the Teacher Education Program (TEP) the student must:

- i. have made satisfactory progress in portfolio development per advisor review;
- ii. have demonstrated prerequisite computer skills
- iii. have as an official academic advisor a faculty member in the Department of Education (DOE) if seeking admission to the Elementary TEP or, if seeking admission to a Secondary Specialization, the Specialization Coordinator of the Specialization field or his/her designate;
- iv. if adding an additional teaching field, have as an official academic advisor a faculty member in the Department of Education (DOE) if seeking admission to the Elementary Education Program or, if seeking admission to a Secondary Specialization, the Specialization Coordinator of the Specialization field or his/her designate;
- v. have completed EDUC 150 Seminar in Education, EDUC 200 Foundations of American Education, and EDUC 320 Social & Psychological Conditions of Learning with a grade of at least "C";
- vi. have passed all sections of the Praxis: Core or provide official proof of exemption*;
- vii. have earned an overall GPA of 2.75 on at least 24 degree credits taken at Shepherd;
- viii. have completed ENGL 101, ENGL 102, and COMM 202 with a grade of at least "C";
- ix. have no grade lower than a "C" in any Professional Studies or Specialty Studies courses;
- x. student submits a signed statement attesting that s/he has not been convicted of a felony or crime related to moral character as established by West Virginia Code. A student who has been convicted of a felony or crime related to moral character (i.e. sexual abuse, physical abuse, child abuse, etc.) will be denied admission to the TEP. Falsification of this information will result in removal from the TEP. If at any point in the TEP a teacher education student is convicted of such a crime, s/he will be removed from the program;
- xi. have met specific requirements in the Specialization/Endorsement Handbook for the area into which one wishes to be admitted.

b. Upon receipt from the Certification Analyst, the Specialization Coordinator/Advisor reviews the application form to certify eligibility for admission to TEP.¹

c. Once eligibility requirements have been met, the Specialization Coordinator/Advisor

- i. certifies eligibility requirements have been met;

¹ The TEP does not discriminate against students with disabilities as long as those conditions do not interfere with either the acquisition or performance of the knowledge and skills necessary for teaching.

*Praxis: Core Academic Skills for Educators test may be waived provided the candidate: a) holds a master's degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support Services or Administrative Certificate; or c) has attained a score of 25 on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 beginning November 1989; or d) has attained a score of 1035 on the Scholastic Achievement Test (SAT) prior to April 1995, or a re-centered SAT score of 1125 beginning April 1995, or an SAT combined Critical Reading and Math score of 1170 beginning March 2005. Registration and information may be found on the ETS.org website.

- ii. reviews advising file, including qualitative evaluation;
 - iii. solicits information from department(s) and/or program review panel for review;
 - iv. informs the Director of Teacher Education of Juncture 1 decisions;
 - v. documents Juncture 1 decision in the candidate's advising file.
- d. The Director of Teacher Education
- i. informs PEUC of the Juncture 1 decisions of the Specialization Coordinators; PEUC has the authority to review any Juncture 1 decisions upon the request of two or more members within one week of date of notification;
 - ii. informs the candidate of the Juncture 1 status.
- e. If admission is Provisional Status, it is the responsibility of the candidate, if s/he continues to desire admission, to successfully address the reasons for Provisional Status and resubmit application.
- f. If admission is denied, the student is assigned to Non-Admit Status. If the student wishes to challenge the Non-Admit Status, established appeal procedures must be followed.

2. Admission to Student Teaching: Juncture 2 Review

- a. To be eligible for review for admission to student teaching the student must:
- i. have passed Retention Juncture 1 Review;
 - ii. have Full Status in TEP
 - iii. have made satisfactory progress in portfolio development;
 - iv. have the required GPA (set by Specialization area with 2.75 the minimum) in both Educational Studies and Overall;
 - iv. have no grade lower than a "C" in all Education Studies courses;
 - vi. have met all requirements as specified by the Specialization in Catalog or Specialization Handbook;
 - vii. continue free of conviction for felony or any charge involving moral character.
- b. The Specialization Coordinator/Advisor
- i. reviews advising file including PRO-05 Qualitative Evaluations;
 - ii. certifies eligibility to student teach;
 - iii. solicits information from the Department(s) for review of applicant for student teaching;
 - iv. informs the Director of Teacher Education of Juncture 2 decisions;
 - v. documents Juncture 2 decision in the candidate's advising file.
- c. The Director of Teacher Education
- i. informs the PEU of the Juncture 2 decisions of the Specialization Coordinators; PEU has the authority to review any Juncture 2 decisions upon the request of two or more members within one week of date of notification;
 - ii. informs the candidate of Juncture 2 status.
- d. If admission to student teaching is approved, the student must attend the Pre-Student Teaching Meeting held approximately the 4th week of each semester prior to the Student Teaching Semester.
- e. If admission to student teaching is denied, the student is removed from the Teacher Education Program. If the student wishes to challenge the Removed Status, s/he may initiate an appeal following established procedures.

3. Certification: Juncture 3 Review

- a. To be eligible for certification review the student must:
 - i. have completed all coursework applied toward the degree including a minimum of 45 upper division hours
 - ii. have Full Status in TEP
 - iii. have a 2.75 GPA in each of the following: Educational Studies and Overall (unless the Specialization requirements are higher.)
 - iv. have no grade lower than a C in Education Studies or Specialty Studies.
 - v. have met any additional Specialization requirements.
 - vi. pass state mandated tests for West Virginia certification.
 - vii. have submitted required forms and fees for certification.

- b. To be recommended for certification the Director of Teacher Education:
 - i. documents completion of review criteria.
 - ii. attests the following: “To the best of my knowledge the applicant is of good moral character and physically, mentally, and emotionally qualified to perform the duties of an educator; and is not the subject of any criminal conviction or currently pending charged felonies or misdemeanors which would show a lack of good moral character.”

- B. Transfer Students: Only policies and procedures which differ from those which apply to students entering Shepherd University as students beginning first semester of college work will be indicated.
 1. Transferred Credit will be evaluated for use in the TEP based on the premise that the integrity and coherence of the TEP must be maintained for all students.
 - i. Upon review of transferred Specialty courses, the Specialization Coordinator is authorized to require additional coursework/experiences or course substitutions if s/he judges the transferred courses deficient in addressing the content, theme, and/or goals and objectives of the Specialization and the TEP. It is the student’s responsibility to provide sufficient information about transferred courses to permit informed judgment.
 - ii. Upon review of transferred Professional Studies courses, the Chair of the DOE, in consultation with the appropriate members(s) of the DOE faculty, is authorized to require additional coursework/experiences if s/he judges the transferred courses deficient in addressing the TEP theme and/or goals and objectives. It is the student’s responsibility to provide sufficient information about transferred courses to permit informed judgment.
 2. To be eligible for Juncture 1 review, the transfer student must have completed a minimum of nine (9) hours specified by the Specialization Coordinator or her/his designate; and have a GPA of 2.75 on all hours completed at Shepherd University and an overall GPA of at least 2.75.

- C. Students with degrees seeking WV Certification must complete at least nine (9) credit hours of course work at Shepherd University and meet all other requirements before applying for Juncture 1 Review.

SELECTION & RETENTION STATUS CATEGORIES

Status Categories

Full Status

Defining Condition:

- a. In compliance with all requirements.

Provisional Status

Defining Condition:

- a. Juncture 1 Review: student is currently “in progress” in course(s) required to meet eligibility requirements.
- b. Juncture 2 Review: student is in Full Status and is currently “in progress” in course(s) required to meet eligibility requirements.

Restrictions:

- a. Provisional Status resulting from “in progress” condition: If final grade is satisfactory, Full Status is automatically conferred.

Non-Admit Status

Defining Conditions:

- a. The student is eligible for Juncture 1 Review and has applied for review, but has failed to pass Juncture 1 Review.

Restrictions:

- b. The student may not enroll in further Teacher Education Program courses until he Non-Admit Status removed

Probationary Status

Defining Conditions:

- a. Student has been in Full Status but has not maintained GPA requirements in Education Studies and/or Overall

Restrictions:

- a. Student must consult with her/his advisor to plan for removing deficiencies.
- b. At the completion of the probationary semester (the one following the semester during which an adequate GPA was not maintained,) the student must initiate an Advisor review of his/her status if the deficiency has been successfully addressed. Unless the Probationary Status is removed at the end of the semester, the student may not enroll in Teacher Education Program courses.

Removed Status

Defining Condition:

Student has been admitted but subsequently has failed to meet the following retention requirements:

- a. The minimum GPA requirement in Education Studies and/or Overall has not been met for two consecutive semesters.
- b. The student has been convicted of a felony or any crime related to moral character or has falsified the statement denying conviction.
- c. The student has met eligibility requirements for Juncture 3 but has not passed review.

Restrictions: Student may not enroll in Professional Studies courses.

APPEAL POLICY AND PROCEDURES

- A. There are three review junctures as students progress through the teacher education program:
1. Juncture 1 – Admission to the Teacher Education Program
 2. Juncture 2 – Admission to Student Teaching
 3. Juncture 3 – Certification
- B. Student Appeal. A student may appeal under the following conditions:
1. a failed review at any Juncture
 2. removal from the Teacher Education Program for deficiencies
- C. Procedure for Appeal
1. The student must inform the Director of Teacher Education in writing of the intent to appeal ten (10) academic days after formal notification of such status.
 2. The Director of Teacher Education will form an Appeal Panel consisting of four (4) PEU Council members and one (1) non-PEUC member. The DTE will Chair the Appeal Panel, which will meet no more than fifteen (15) and no less than ten (10) academic days after receipt of the student's written intent to appeal. The student will be informed of the scheduled hearing within three (3) academic days.
 3. At least four (4) days prior to the scheduled hearing, the student must submit in written form to the Secretary of the Department of Education the basis for the appeal. The Secretary will then duplicate and send to all members of the Appeal Panel this and all other relevant documentation for review.
 4. The student must be present at the appeal to present and support the appeal and respond to questions from the Appeal Panel members.
 5. The student will leave the room after presenting the appeal and responding to questions.
 6. The Director of Teacher Education will inform the student in writing of the decision of the Appeal Panel.
 6. If the student wishes to appeal this decision, procedures specified in the University Student Handbook must be followed.
- D. PEUC Review of Student Teacher Re-Applications

The PEUC Candidate Committee will review Student Teacher re-applications and supporting documentation and bring a motion before the PEUC. If the student's advisor or supervisor is a

member of the Candidate Committee, that person (or persons) will be replaced by another PEUC member at large. If the Candidate Committee is comprised of an even number of members, an additional PEUC member will be selected at large.

This page of the Policy and Procedures Manual was revised 5/1/2000. Item D has been added from the PEUC minutes of April 5, 2000.

CURRICULAR POLICIES

- A. The Shepherd University faculty are responsible for the Core Curriculum. The PEU and Director of Teacher Education communicate the curricular and pedagogical needs of Teacher Education Programs to the Faculty through the Curriculum and Instruction Committee and the Faculty Senate.
- B. 1. The Shepherd University catalog states:
- “A student will have a seven-year period to complete requirements under the catalog in effect at the time of entrance. Students may elect to graduate under a later catalog than the one under which they entered; however, students are not permitted to split catalogs.”
- If more than seven (7) years has elapsed between completion of any Education Studies (Professional and Specialty Studies) course(s) and the completion of the Teacher Education Program, a student must have the ‘expired’ course(s) assessed by the appropriate University faculty and/or Department Chair to determine whether the course satisfies current knowledge standards. If the course is determined not to meet current knowledge standards, the student must retake the current course of the same name or take an equivalent course.
2. State mandated changes, if they occur, override requirements in both the University Catalog and Specialization Handbooks on an implementation schedule determined by the State.
- C. Once a student has been admitted to Shepherd University, any transfer coursework approved by the Registrar, which the student wishes to be applied to meeting Educational Studies requirements, must be approved. In the case of Specialty courses, the approval must come from the Specialization Coordinator or his/her designee. In the case of Professional Studies, the approval must come from the Chair of the Department of Education or his/her designee. It is the student’s responsibility to provide sufficient information regarding the courses under consideration to permit an informed judgment based on the content and thematic requirements of the Teacher Education Program.
- D. All students seeking Elementary or Secondary certification must have a minimum of 45 credit hours above the sophomore (200) level.
- E. The last six hours of coursework toward a degree from Shepherd University must be completed at Shepherd University.

- F. Advisors will not permit advisees to enroll in courses for which prerequisites are not met without prior approval. It is the student's responsibility to establish a documented case justifying an exception.
- G. Each Specialization area determines the courses that must be satisfactorily completed prior to student teaching.
- H. All required Professional Studies courses, except Student Teaching and its associated seminar, must be completed prior to student teaching.
- I. For students who fail Student Teaching, the grades earned in Student Teaching and the associated seminar will be used in calculating the GPA in Education Studies necessary to enroll in Student Teaching each successive time.
- J. Specialization Coordinators will work with the person coordinating Practicum Services to facilitate field experience and student teaching placements.
- K. Students in consultation with the Specialization Coordinator may make placement preferences known to the person coordinating Practicum Services. Final decisions for placement rest with the Director of Teacher Education or his/her designee.

STUDENT PRACTICUM PROFILE

At the completion of the practicum experiences, including Student Teaching, a student should have had at least two distinct experiences coded E, M, or EM, with at least one of those coded E or M. See the Practicum Manual for an explanation of the coding system and how schools are coded.

RESTRICTIONS ON PRACTICUM PLACEMENT

In order to avoid unnecessary problems, the student should not request, nor be placed in, a school that the student has previously attended, a school in which the student has family members on staff or in attendance, or a school in which the student is currently employed. No student will be allowed to student teach in a district where a relative is employed by the school board or who is a member of the school board.

CODE OF CONDUCT

Teacher Candidates are required to abide by the Shepherd University Code of Conduct for Teacher Candidates in the Field. The Shepherd University Code of Conduct is available under Field Experience on the Department of Education's website page.

A. Waiver requests specific to the teaching specialization

1. The student must present a written petition to the appropriate Specialization Coordinator. The petition must explain the nature of and the reasons for the petition.
2. In conjunction with the relevant department, the Specialization Coordinator will make a decision on the petition and inform the student in writing of that decision.
3. If the student wishes to appeal the action taken on the petition, a written appeal specifying the nature of and the reasons for the appeal must be submitted to the Director of Teacher Education within ten (10) academic days of having been informed of the petition action. The following process will then ensue:

The Director of Teacher Education will call the Professional Education Unit Council to sit as an Appeal Panel. This panel will be held no more than fifteen (15) and no less than ten (10) academic days after receipt of student's written intent to appeal. The student will be immediately informed of the scheduled hearing.

At least four (4) days prior to the scheduled hearing, the student must submit in written form to the Secretary of the Department of Education the basis for the appeal. The Secretary will then duplicate and send to the PEU Council members this and all other relevant documentation for review.

A quorum of the PEU Council is constituted by those present but must include the Chair and three (3) or more members. All members present at the hearing have a vote except the Chair who votes only in the event of a tie. A simple majority of those present and voting by secret ballot determines the outcome of a hearing.

The student must be present at the appeal to present and support the appeal and respond to questions from the PEU Council membership.

The student will leave the room after presenting the appeal and responding to questions. The Director of Teaching Education will inform the student in writing of the decision of the PEU Council. If the student wishes to appeal the PEU Council decision, procedures specified in the University Student Handbook must be followed.

B. Waiver requests pertaining to Professional Studies or General Studies

1. The student must present a written petition to the Chair of the Department of Education. The petition must explain the nature of and the reasons for the petition.
2. In conjunction with the Department of Education faculty, the Chair will make a decision on the petition and inform the student in writing of that decision.
3. If the student wishes to appeal the action taken on the petition, a written appeal specifying the nature of and the reasons for the appeal must be submitted to the Director of Teacher Education within one week of having been informed of the petition action. The following process will then ensue:

- a. The Director of Teacher Education will call the Professional Education Unit Council to sit as an Appeal Panel. This Panel will be held no more than fifteen (15) and no less than ten (10) academic days after receipt of student's written intent to appeal. The student will be immediately informed of the scheduled hearing.
- b. At least four days prior to the scheduled hearing, the student must submit in written form to the Secretary of the Department of Education the basis for the appeal. The Secretary will then duplicate and send to members of the PEU Council this and all other relevant documentation for review.
- c. A quorum of the PEU Council is constituted by those present but must include the Chair and three (3) or more members. All members present at the hearing have a vote, except the Chair who votes only in the event of a tie. A simple majority of those present and voting by secret ballot determines the outcome of a Hearing.
- d. The student must be present at the appeal to present and support the appeal and respond to questions from the PEU Council membership.
- e. The student will leave the room after presenting the appeal and responding to questions. The Director of Teacher Education will inform the student in writing of the decision of the PEU Council. If the student wishes to appeal the PEU Council decision, procedures specified in the University Student Handbook must be followed.

PRAXIS TESTING

Core Academic Skills for Educators Test

Individuals who complete a teacher education program approved by the West Virginia Board of Education and leading to West Virginia licensure must meet the testing requirements of that program unless exempted by current Board policy. As of September 1, 2013, the testing requirements include: Praxis: Core Academic Skills for Educators (Core). For certification candidates must take Praxis II: Subject Assessments/Specialty Area Tests and Principles of Learning and Teaching (PLT) tests (see page 19).

To register for a test, go to <http://www.ets.org> and choose *The Praxis Series® Tests*. Go to http://www.ets.org/praxis/register/centers_dates/computer for available dates to take the Praxis I Core Academic Skills for Educators Tests.

To help prepare for the Core Mathematics, there is a workbook you may purchase called, *Core Math Made Easy* at www.mgmtutoring.com.

You may purchase preparation materials from the ETS website at <http://www.ets.org>.

When you complete your registration form, you must include Shepherd University (5615) and the West Virginia Department of Education (8480) as score recipients. If you take the test(s) in West Virginia, the WV Department of Education automatically receives your score report.

Persons who meet one or more of the following criteria may be exempt from the *Praxis®* Core Academic Skills for Educators (Core): hold a master's degree from an accredited institution of higher education; attained, from a single administration, a composite score of 25 on the American College Test (ACT), 26 on the ACT enhanced (effective November 1989), 1035 on the Scholastic Achievement Test (SAT), 1125 on the re-centered SAT (effective April 1995), or 1170 on the revised SAT using the combined Critical Reading and Math score (effective March 2005).

If you wish to take all three computer-delivered Core exams (5712, 5722, 5732) at the same time, select Core Academic Skills for Educators: Combined Test (5751) when registering. Scores will be reported by individual test (5712, 5722, 5732).

To Be Certified in	You Need to Take	CD T Code	PDT Code	Qualifying Score
All Areas	Core Academic Skills for Educators: Reading	5712	n/a	156
	And			
	Core Academic Skills for Educators: Writing	5722	n/a	162
	And			
	Core Academic Skills for Educators: Mathematics	5732	n/a	150

TEST validity time periods are defined by WVBE Policy 5202, Section 10.1.b.3.

Retest Policy

Tests that are offered continuously may be taken once every 21 days, not including your initial test date. (**Note:** if you take a combined test, such as the combined *PPST®* test, you cannot take an individual PPST test until after the 21-day period.) Tests that are offered during testing windows may be taken once per testing window. (**Note:** if you take a combined test, such as the Elementary Education: Multiple Subjects Test, the Middle School Multiple Subjects Test or the PA Grades 4–8 Core Assessment, you cannot take a subtest until the next testing window.) This applies even if you canceled your scores on a test taken previously. If you violate this restriction, the scores from your retest will not be reported and your test fees will not be refunded.

FOR CERTIFICATION IN OTHER STATES, PLEASE CHECK THEIR WEBSITES.

To be eligible for certification in other states, you may have to meet additional requirements. Check requirements for other states on-line where you plan to seek certification. It is your responsibility to know what requirements are needed in other states.

For additional information on Praxis testing go to: <http://www.ets.org/praxis/wv/requirements>

PRAXIS II SECONDARY EDUCATION REQUIRED TESTS FOR CERTIFICATION

YOU MUST TAKE AT LEAST TWO PRAXIS II TESTS FOR CERTIFICATION.
THE (1) PLT AND THE (2) CONTENT KNOWLEDGE TEST FOR YOUR SPECIALIZATION AREA(S)
(3) IF YOU HAVE A SECOND SPECIALIZATION AREA, YOU MUST PASS THAT PRAXIS II TEST TO BE ELIGIBLE FOR CERTIFICATION IN YOUR SECOND AREA, TOO.

A candidate completing a WVBE-approved program for the initial teaching license is required to pass the grade-level appropriate WVBE-adopted Principles of Learning and Teaching Praxis II as described:

- For PreK-Adult; Principles of Learning and Teaching 5622 (K-6) or 5624 (7-12)
- For 5-Adult - Principles of Learning and Teaching 5624 (7-12)
- For 9-Adult – Principles of Learning and Teaching 5624 (7-12)

To Be Certified in	You Need to Take	CDT Code	PDT Code	Qualifying Score
Professional Education	Principles of Learning and Teaching: Grades K–6	5622	0622	160
	or			
	Principles of Learning and Teaching: Grades 7–12	5624	0624	157

CDT – COMPUTER DELIVERED TEST PDT – PAPER DELIVERED TEST

Endorsements (5-9)

To Be Certified in	You Need to Take	CDT Code	PDT Code	Qualifying Score
General Math through Algebra 1 (5–9)	Middle School Mathematics (On-screen calculator provided.)	5169	n/a	165
Social Studies (5–9)	Middle School Social Studies	5089	n/a	151

Secondary Education/Content Endorsements

To Be Certified in	You Need to Take	CDT Code	PDT Code	Qualifying Score
Art	Art: Content Knowledge	5134	n/a	158
Biology	Biology: Content Knowledge	5235	n/a	152
Chemistry	Chemistry: Content Knowledge	5245	n/a	157
Driver Education	Driver Education (No test required)	n/a	n/a	-
English (5–Adult)	English Language Arts: Content Knowledge	5038	n/a	167
Family and Consumer Science	Family and Consumer Sciences (Effective until August 31, 2015)	5121	n/a	146
	Family and Consumer Sciences (Effective September 1, 2015)	5122	n/a	TBD
General Science (5-Adult)	General Science: Content Knowledge	5435	n/a	153
Health	Health Education	5551	n/a	156
Mathematics(5–Adult)	Mathematics: Content Knowledge (Calculator Required)	5161	n/a	160
Music	Music: Content Knowledge	5113	n/a	155
Physical Education	Physical Education: Content Knowledge	5091	n/a	150
Social Studies(5–Adult)	Social Studies: Content Knowledge	5081	n/a	148
Spanish (5–Adult)	Spanish: World Language	5195	n/a	163

TEST validity time periods are defined by WVBE Policy 5202, Section 10.1.b.3.

When you complete your registration form, you must include Shepherd University (5615) and the West Virginia Department of Education (8480) as score recipients. If you take the test(s) in West Virginia, the WV Department of Education automatically receives your score report.

SAMPLE

JUNCTURE 1
APPLICATION TO THE TEACHER EDUCATION PROGRAM

Name (Print) _____ Shepherd ID number: _____
Last First MI (Last 9 digits from Rambler Card)
 Permanent address: _____ School address: _____
 Zip _____ Zip _____
 Permanent phone: _____ School phone: _____
 Advisor's name _____ Year of catalog you entered Shepherd _____
 If transfer student, entered Shepherd: Semester/year _____ from (Institution) _____

TEACHING SPECIALIZATION: USE SEPARATE APPLICATION FOR EACH SPECIALIZATION

Elementary Education

Multi-Subjects K-6

English Education 5-Adult

Early Education

Pre K-K

Middle School Education

(Any ONE may be added to an Elementary or Secondary program)

Secondary Education

General Mathematics through Algebra 5-9

Social Studies Education 5-9

Elementary through Secondary Education

Art Education Pre K-Adult

Music Education Pre K-Adult

Physical Education Pre K-Adult

Middle School Education through Secondary Education

_____ Family & Consumer Sciences Educ. 5-Adult

_____ General Science Education 5-Adult

_____ Health Educ. 5-Adult (*add to P.E. Pre K-Adult only*)

_____ Mathematics Education 5-Adult

_____ Social Studies Education 5-Adult

_____ Biology Education 9-Adult

_____ Chemistry Education 9-Adult

1. Has your portfolio received a "Satisfactory" review from your advisor at the Juncture 1 level? Yes
 2. Have you passed all three parts of the Praxis: Core or provided proof of exemption? Yes
 3. Is your overall GPA 2.75 or above _____? (must have completed a minimum of 24 hours) Yes
 Transfer students: (a student with any transfer credits)
 Is your Shepherd GPA 2.75 or above _____? (must have completed a minimum of 9 hours at Shepherd;) Yes
 AND is your overall GPA 2.75 or above _____?
 Yes
 4. Have you demonstrated computer competency to your advisor? Yes
 Yes Or list the computer course in which you are currently enrolled, and check "In Progress."
 In Progress
 5. Have you made a grade of "C" or better in: Yes

Grade:	Or equivalent transfer course:	Grade:	
EDUC 150 Seminar in Educ _____	_____	_____	Yes
EDUC 200 Foundations of Educ _____	_____	_____	Yes
EDUC 320 Soc. & Psych. Cond. _____	_____	_____	Yes
If you are currently enrolled in EDUC 320, check "In Progress."			In Progress
ENGL 101 Written English _____	_____	_____	Yes
ENGL 102 Written English _____	_____	_____	Yes
COMM 202 Fund./Speech _____	_____	_____	Yes
 6. Are each of your Specialty, Professional Education and/or Middle School course grades "C" or above, or list those currently in progress Yes
In Progress
 7. Have you ever been convicted of or are you currently under indictment for a felony? Yes/No
- Student Signature _____ Date _____

**Applicants with course(s) "In progress" and meeting all other requirements will be assigned "Provisional Status."
 Upon satisfactory completion of course(s), applicant will be reassigned and notified of change to "Full Status."**

STUDENT: COMPLETE SIDE 1, RETURN FORM TO 108 KNUTTI

TO BE COMPLETED BY CERTIFICATION ANALYST:

CORE/PPST test scores: Reading _____ Writing _____ Math _____

CORE/PPST exemption requires a Master's degree, or:

ACT Score _____ Month/year _____ SAT Score _____ Month/year _____
Composite ACT 26 (25, prior to Oct. 1989), SAT 1170 (1125, prior to March 2005)

____ Overall GPA on minimum of 24 credit hours

____ Transfer student's Shepherd University GPA on minimum of 9 credits taken at Shepherd

____ Transfer student's overall GPA

____ Students with degree, seeking certification only: Shepherd University GPA on minimum of 9 credit hours taken at Shepherd

*Certification Analyst Signature/Date***TO BE COMPLETED BY ADVISOR:**

- Portfolio review at Juncture 1 level _____ (date) Satisfactory Unsatisfactory
- Computer skills met/demonstrated, or course in progress In progress Yes No
- Have all eligibility requirements been met, including general requirements and those unique to your Specialization? If not, what is lacking? In progress Yes No
- Do the qualitative evaluations indicate this student belongs in Teacher Education? Yes No Unsure

Advisor recommendation for Juncture 1 is:

Full Status

Provisional Status

Non-Admit Status

*Advisor Signature/Date***TO BE COMPLETED BY SPECIALIZATION COORDINATOR:**Departmental Review _____ (Specialization Coordinator takes application to respective department.)
(date)

Specialization Coordinator recommendation for Juncture 1 is:

Full Status

Provisional Status

Non-Admit Status

*Specialization Coordinator Signature/Date***TO BE COMPLETED BY DIRECTOR OF TEACHER EDUCATION:**

Director of Teacher Education recommendation for Juncture 1 is:

Full Status

Provisional Status

Non-Admit Status

Information distributed to PEU(C) on

Director of Teacher Education Signature/Date

SAMPLE

JUNCTURE 2 APPLICATION FOR ADMISSION TO STUDENT TEACHING

Name (Print) _____ Shepherd ID number _____
Last First MI (Last 9 digits from Rambler Card)
 Permanent address: _____ School address: _____
 Zip _____ Zip _____
 Permanent phone: _____ School phone: _____
 Advisor's name: _____

TEACHING SPECIALIZATIONS: USE SEPARATE APPLICATION FOR EACH SPECIALIZATION

Elementary Education

Multi-Subjects K-6
 English Education 5-Adult

Early Education

Pre K-K

only)

Middle School Education

(Any ONE may be added to an Elementary or Secondary program)

Secondary Education

General Mathematics through Algebra 5-9
 Social Studies Education 5-9

**Middle School Education through
Secondary Education**

_____ Family & Consumer Science Educ. 5-Adult
 _____ General Science Education 5-Adult
 _____ Health Educ. 5-Adult (*add to P.E. Pre K-Adult*)

_____ Mathematics Education 5-Adult
 _____ Social Studies Education 5-Adult

_____ Biology Education 9-Adult
 _____ Chemistry Education 9-Adult

Elementary through Secondary Education

Art Education Pre K-Adult
 Music Education Pre K-Adult
 Physical Education Pre K-Adult

TO BE COMPLETED BY STUDENT:

1. Do you currently hold "Full Status" in the Teacher Education Program? Yes
2. Has your portfolio received "Satisfactory" review from your advisor at the Juncture 2 level? Yes
3. Do you have the required 2.75 minimum GPA in:
 - Educational Studies GPA (*includes Specialty Studies & Professional Studies courses*) Yes
 - Overall GPA (*includes all college & university work*) Yes
4. Do you have minimum grades of "C" in all Specialty, Professional Education, and Endorsement courses, or list courses in progress _____ In Progress
5. Have you met all Specialization requirements? Yes
6. Have you ever been convicted of, or are you currently under indictment for, a felony? Yes No

Student Signature _____ Date _____

Applicants with course(s) "In Progress" will be assigned "Provisional Status." Upon successful completion of the course(s) applicants will be reassigned and notified of the change to "Full Status."

STUDENT: COMPLETE SIDE 1 ONLY--RETURN FORM TO 108 KNUTTI

TO BE COMPLETED BY CERTIFICATION ANALYST:

- | | | |
|---|-----|-------------------|
| • GPAs are correctly reported on front of this application: | Yes | No |
| • Specialty, Professional Education, and Middle School course grades are “C” or above or in progress: | Yes | No
In progress |

Certification Analyst Signature/date

TO BE COMPLETED BY ADVISOR:

- | | | | |
|---|--------------|----------------|----|
| • Portfolio review at Juncture 2 level _____ (date) | Satisfactory | Unsatisfactory | |
| • Professional Education courses/hours specified in Specialization Handbook completed | Yes | No | or |
| • Qualitative Evaluations support retention | Yes | No | |
| • All Specialization requirements have been met or are in progress: _____ | Yes | No | |
| | In progress | | |

Advisor recommendation is for Juncture 2 Retention is:

- Full Status Admission to Student Teaching
- Provisional Status
- Denied admission to Student Teaching

Advisor Signature/Date

TO BE COMPLETED BY SPECIALIZATION COORDINATOR:

Departmental Review _____ (date) Coordinator takes application to respective department.)

Specialization Coordinator Juncture 2 Retention recommendation is:

- Student should remain at Full Status
- Provisional Status
- Student should be removed from Teacher Education Program

Specialization Coordinator Signature/Date

TO BE COMPLETED BY DIRECTOR OF TEACHER EDUCATION:

Director of Teacher Education recommendation for Juncture 2 retention is:

- Student should remain at Full Status
- Provisional Status
- Student should be removed from Teacher Education Program

Information distributed to PEU(C) on
Director of Teacher Education Signature/Date

FOR THE DEGREE OF BACHELOR OF MUSIC EDUCATION (BME)

See <http://catalog.shepherd.edu/index.php> for the *Shepherd University Catalog*. At http://catalog.shepherd.edu/preview_entity.php?catoid=9&ent_oid=187&returnto=1157 one may read about the Department of Music, with essential information for the music education student. See also <http://www.shepherd.edu/wordpress-1/wp-content/uploads/2015/09/StudentHandbook20152016.pdf> for the Department of Music *Student Handbook* for additional information—essential reading for all BME students.

Departmental Goals

The nine goals are listed in the catalog, on the second web page mentioned just above.

Curriculum

1. The Bachelor of Music Education program is listed, with *all* required courses, as well as four-year course progression tables, under “Music Teaching Field, PreK-Adult, B.M.E.,” found at http://catalog.shepherd.edu/preview_program.php?catoid=9&poid=712&hl=%22B.M.E.%22&returnto=search
2. For required professional education courses, as organized by the Department of Education, see at the bottom of that web page to open a box for “Professional Studies Core for Secondary Education.”
3. You can also find 4-year progression sheets and more at <http://www.shepherd.edu/music/current-music-students>

Remember, the catalog is *the* source for academic information. Read it.

Praxis II

In addition to the Praxis I exams (explained in the education portion of this handbook), BME students are required to take a special exam: the Praxis II: Music Content Knowledge. This may be taken in the senior year. See the education pages of this handbook for further Praxis information.

Portfolio

Portfolio information is listed on the next page. Portfolio review is done with the Director of Music Education (David Gonzol). When preparing to complete Juncture 1 or Juncture 2 (see sample forms), make an appointment to submit your portfolio to him.

Juncture Process

1. See posted due dates. While taking EDUC 320, apply for Juncture 1; EDUC 443, Juncture 2.
2. Juncture 1 forms are blue; Juncture 2 forms are buff; see Knutti 108 or Dr. Gonzol.
3. Begin to complete the front page; finish completing it in an appointment with Dr. Gonzol. Still taking *any* required courses? Check “In Progress” and list all EDUC and MUSC you’re in.
4. Present your portfolio to Dr. Gonzol for his approval.
5. Juncture forms will then be sent to the Certification Analyst (Ms. Peg Swisher) for Praxis scores and GPAs; then, for approval and signatures, to your advisor; then to the Specialization Coordinator (Dr. Gonzol); then to the Director of Teacher Education.
6. Results of your application will be announced to you in a few weeks.
7. Piano Proficiency Exam must be fully completed and passed in order to pass Juncture 2.

CREATING YOUR BACHELOR OF MUSIC EDUCATION PORTFOLIO

What is a portfolio? It is a collection documenting your accomplishments during your time at the university — showing your development as a music educator. Ask yourself, “What exactly is it that shows that I am a musician and educator?” Many things are involved in displaying your development; they are outlined below. Use a high-quality three-ring binder. Make a professional-looking cover for it. Purchase tabs and label them according to the Roman numerals.

In the front: Current resume

- I. General information
 - A. Current unofficial transcript: Print this from RAIL
 - B. Praxis scores: From PPST and Praxis II
- II. Certificates and awards
 - A. Anything that displays outstanding work you have completed
Examples: Being on the Dean’s List, a Phi Kappa Phi induction, a Kappa Delta Phi induction, being a McMurrin Scholar, scholarship awards, music major awards
 - B. Include documentation of service projects you have completed
Service completed through organizations such as MENC, Sigma Alpha Iota, and Phi Mu Alpha, or any other organization is also to be included
 - C. Involvement in extracurricular activities should be included
- III. Education classes
 - A. Research papers: Any papers completed for Department of Education courses involving research
 - B. Field work: Observation reports and other coursework completed in the field
- IV. Music coursework
 - A. Research and major papers
 1. Papers included should reflect your ability to research, write, and organize information into well-structured documents
 2. Examples of papers: Music History papers, Form and Analytical Technique papers, Education papers, Choral Methods papers, Conducting papers, and any other major papers
 - B. Projects
 1. Projects included should reflect your ability to be creative within set boundaries
 2. Examples of projects: Music Theory analyses and compositions, Form and Analytical Techniques analyses, Instrumental Pedagogy assignments, Marching Band Pedagogy assignments, work complete for Technique classes (Brass Techniques, Woodwind Techniques, etc.)
 3. From music education methods courses:
 - a. Lesson plans
 - b. Musical concept plans
 - c. Year curriculum plans
- V. Performances and juries
 - A. Include your junior and senior recital programs, concert programs that show achievements, such as performing in Carnegie Hall, at the Montreaux Jazz Festival, or in Europe
 - B. Include jury scores to show your improvement over time
- VI. General coursework
 - A. Work from any other class that is of high quality
 - B. Examples: Research papers, English papers, PowerPoint presentations, Excel projects

Music Addendum

for

**Student Teaching
Practicum Manual for
Cooperating Teachers**



Shepherd University

Music Addendum for the Student Teaching Practicum Manual for Cooperating Teachers

Shepherd University

David J. Gonzol, PhD, Director of Music Education

This addendum is intended for Cooperating Teachers in Music, in order to address issues specific to music; it complements the *Practicum Manual* issued by the Department of Education and should be read with that.

Music Student Teacher Responsibilities

As stated in the *Practicum Manual* (pp. J2-J3), student teachers are to observe at first, and, by the end of the assignment, be fully responsible for all instruction. It is much like apprenticing. In practice, this means that, for the first several days, students almost entirely observe or aide. Each week, the student is given more teaching responsibility; by the end, the student should teach a full load. For a 7-week assignment, this might mean that for the first week or part of it, the student observes, aides, and occasionally does some simple teaching (e.g., teaching a song by rote or leading a warm-up). For the second week, the student may take over a class or two. Their load should increase gradually until the last two weeks or so, during which they teach everything. The Cooperating Teacher and Student Teacher should mutually agree on these scheduling decisions as seems to best fit the needs of the school students and the Student Teacher.

Cooperating Teacher Responsibilities

Cooperating Teachers in music have several responsibilities, some of which are described in the *Practicum Manual*. Often in music, each teacher realizes the curriculum in his or her individual way; they should help the Student Teacher understand their curriculum and how their instruction and musical materials help realize their curricular goals.

The University is appreciative of the Cooperating Teacher in the role of mentor, a powerful influence on the student. Yet the Cooperating Teacher and Student Teacher may also call upon, as resources, the university's Director of Music Education and other professors who are observing the student. The Cooperating Teacher needs to make sure that instruction in his or her classroom proceeds as he or she thinks best, and university faculty must do their best to respect that authority. Ideally, all function as a team to give everyone involved the best possible experience. Nevertheless, if problems arise, Cooperating Teachers should know that the university's Director of Music Education is one whom they may contact if they need help in resolving difficulties.

University Supervision

The Student Teacher is to be observed by University Supervisors five times during the entire semester. As stated above, the Cooperating Teacher may call upon involved university faculty members as needed, particularly the Director of Music Education, who is responsible to the university's Department of Education for student teaching experiences.

Evaluation Forms

The Department of Education’s evaluation form is supplemented by a online second form designed for music instruction. University Supervisors are to use both in conjunction together. The Music Student Teaching Supervision Report has six criteria:

1. Employs musical concepts appropriate for grade level, with professional-quality musical materials and equipment.
2. Sings, plays instruments, and/or conducts with professional competency
3. Performs/teaches with strong, appropriate expression.
4. Effectively evaluates (noticing successes and errors) and rewards students
5. Makes lesson or rehearsal progress very gradually and very logically, making goals clear.
6. Successfully increases students’ musical understanding with accurate, valuable information/skills

The Student Teaching experience can reinforce the truth that, as Zoltán Kodály said, “music is for everyone,” because no academic instruction is more valuable than music instruction, for music is as valuable, rich, and complex as any other academic human activity—indeed, more than some, for music deals with the human psyche and heart.

The three levels of achievement at the above six criteria are:

Strongly exceeds expectations:	✓ +
Meets expectations well:	✓
Does not meet expectations:	-

The expectations are those of the individual evaluator as he or she best understands the local needs and strengths of the school, community, students, and curriculum. As music is complex, so are the expectations complex and vary from locale to locale—and evaluators must decide as wisely as possible. Both university and cooperating evaluators also must keep in mind that Student Teachers are to be evaluated as interns—though Student Teachers themselves may be tempted to judge themselves against standards for seasoned professionals. Some may achieve something of those high standards, and some may do so even at the outset of the student teaching experience. Yet, no matter what level as novice they begin at when commencing student teaching, by the end of the experience Student Teachers must demonstrate competence at successful internship—ready to be accepted as professional music educators.

Lesson and Rehearsal Planning, Performance, and Conducting

As stated above, the responsibility for instruction is to increase until the Student Teacher is teaching the full load. Yet much in curriculum and material is, of course, chosen beforehand by the Cooperating Teacher and other district teachers and planners. Often, instructional units or pieces of music are employed before or after the Student Teacher’s time at the school, not only during that time. It may be advisable, then, for the Student Teacher and Cooperating Teacher to agree to have the Student Teacher return to conduct some music at a concert, even after their time of internship.

**Music Student Teaching Supervision Report
Shepherd University**

Student Teacher _____ Date of visit _____

School _____ Report completed by (name) _____

Subjects observed _____ Class periods observed _____

Conference with: School Administrators Cooperating Teacher Student Teacher

Which supervisory visit is this? Circle one: 1st 2nd 3rd 4th 5th Other _____

Strongly exceeds expectations: ✓ + Meets expectations well: ✓ Does not meet expectations: -

✓ + ✓ -	The Student Teacher:
	1. Employs musical concepts appropriate for grade level, with professional-quality musical materials and equipment.
	2. Sings, plays instruments, and/or conducts with professional competency.
	3. Performs/teaches with strong, appropriate expression.
	4. Effectively evaluates (noticing strengths and weaknesses) and rewards students.
	5. Makes lesson or rehearsal progress very gradually and very logically, making goals clear, addressing comprehensive musicianship: 1. <input type="checkbox"/> Singing 2. <input type="checkbox"/> Performing on instruments 3. <input type="checkbox"/> Improvising 4. <input type="checkbox"/> Composing & arranging 5. <input type="checkbox"/> Reading & notating 6. <input type="checkbox"/> Listening to, analyzing, & describing 7. <input type="checkbox"/> Evaluating 8. <input type="checkbox"/> Other arts & disciplines 9. <input type="checkbox"/> History & culture

5. continued
6. Successfully increases students' musical understanding with accurate, valuable information/skills.

This form—in an online version appearing in a different format than here—is to be used in conjunction with the “Student Teaching Supervision Report.”

October, 2005. Rev. January, 2009. Rev. September, 2013.

Internet Links to Suggested 4-Year Course Progressions

Bachelor of Music Education, vocal emphasis:

<http://www.shepherd.edu/wordpress-1/wp-content/uploads/2015/10/Four-Year-Course-Progression-BME-Vocal.pdf>

Bachelor of Music Education, instrumental emphasis:

<http://www.shepherd.edu/wordpress-1/wp-content/uploads/2015/10/Four-Year-Course-Progression-BME-Instrumental.pdf>