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**SHENANDOAH CONSERVATORY  
of Shenandoah University**

**MUSIC EDUCATION PROGRAM**

**MUED 421 AND MUED 422  
DIRECTED STUDENT TEACHING**

**HANDBOOK**

**Spring 2009**



NOTE: Changes in licensure procedures and requirements passed by the Commonwealth of Virginia may alter these requirements.

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## **DIRECTED STUDENT TEACHING**

### **Purpose**

The course, Directed Student Teaching, at Shenandoah University, is the culmination of the Music Education Curriculum. The Directed Student Teaching program is designed to

provide opportunities for practical application of skills and knowledge previously gained in the classes specified in the curriculum. Enhancing this practical experience is a thoroughly experienced and qualified public school Clinical Faculty Member who closely supervises the student teacher. Student teachers are also observed by an assigned University Supervisor, and, in some school systems, by other Instructional Personnel. Directed Student Teaching and the Music Education Curriculum are designed to accomplish the primary goal of training teachers who will excel at the elementary and secondary levels.

### **Introduction**

This handbook has been prepared to guide and assist student teachers in the successful completion of Directed Student Teaching. This handbook will answer most questions concerning student teaching. Also included are various forms (see Appendices) and instructions for correct completion. This handbook should be read carefully, kept secure and available for ready reference.

### **Shenandoah Conservatory Teacher Education Faculty Directory**

Conservatory Office	665-4600
Correll, Sue	665-4600
Leonard, Linda	665-4600
Marlatt, Jeffrey	545-7439
Standerfer, Stephanie	665-4600
Zerull, David	665-4639

## **I. DEFINITIONS**

- A. Directed Student Teaching** - formal laboratory teaching experience in a cooperating school under the supervision of a public school Cooperating Teacher and a University Supervisor. Also called "Practice Teaching" or "Student Teaching."

- B. Student Teachers** - the qualified university senior assigned to a professional teaching situation.
- C. University Supervisor** - the assigned Education faculty member who arranges the placement, regularly observes, advises, and grades student teachers.
- D. Cooperating School** - a school (or school system) that has agreed to accept student teachers in its program. This school/system and Shenandoah have entered into a prior agreement authorizing mutual participation in directed teaching experience.
- E. Clinical Faculty Member** - an elementary, middle and/or secondary teacher who has been trained as a clinical faculty/mentor teacher and has agreed to allow his/her class(es) to be used for laboratory teaching and to closely supervise the professional development of the assigned student teachers.
- F. Academic Supervisor** - the academic area faculty member in the student's endorsement area.

## II. DIRECTED STUDENT TEACHING APPLICATION AND PLACEMENT

- A. Application**  
See BME Handbook
- B. Semester Preference**  
When at all possible, requests for a specific semester of student teaching will be honored. Adjustments are occasionally necessary because of the limited availability of cooperating schools and teachers.
- C. Cooperating School Systems**  
Shenandoah has agreements for Directed Student Teaching with school systems within one hour's drive of the University.
- D. Tentative Teaching Assignment**  
Before the beginning of the scheduled teaching period, student teachers will be notified of tentative assignment (s) to specific cooperating school (s). Teaching may not begin until the student teachers have met with prospective Cooperating Teacher (s) and received acceptance. Certain school systems may require

additional interviews with administrative personnel. Cooperating Teachers and designated school administrators have the option of accepting or rejecting any tentatively assigned student teachers.

**E. Directed Student Teaching and Other Responsibilities**

Student teachers must realize the importance of a successful student teaching experience to a career in teaching. Student teachers will be performing very much the same work for the same hours as a fully employed, professional teacher. The limitation of one academic course, ensemble, and applied lessons is Shenandoah's effort to help student teachers protect their time so that they will be able to devote the necessary time to student teaching. Many students find even this limited load highly demanding with student teaching. Exceeding this load requires the written approval of the Dean of the School. In any case, student teachers should carefully and fully discuss their schedule with their academic advisor with consideration of not only curricular needs but also personal capabilities. Any possible conflicts of student teaching and other university course requirements should be thoroughly discussed with the University Supervisor. During the semester of Directed Student Teaching, university course work must be scheduled in the evening.

**F. Grade**

Grading is the ultimate responsibility of the University Supervisor. Cooperating Teachers submit written evaluations at midterm and semester end. These evaluations include a suggested grade which is considered in the University Supervisor's determination of the midterm and final grades.

The grading scale is based upon the following:

**A** - Excellent performance of all assigned and expected duties, significant contribution to classes, preparation of enthusiastic, creative lessons, ability to analyze needs and meet them.

**B** - Good performance of all assigned and expected duties .

**C** - Fair performance of all assigned duties.

**D** - Poor performance of most assigned duties.

**F** - Unsatisfactory performance.

### **III. RESPONSIBILITIES OF THE STUDENT TEACHER**

#### **A. First School Visit**

Upon entering each school for the first time, student teachers must report to the office and state the purpose of their visit. When assigned to teach in a school, student teachers should introduce themselves to the staff, and make every effort to meet the principal and other personnel.

#### **B. Schedule Reporting**

As soon as the student teaching schedule is finalized the student teachers must complete the enclosed schedule form (Appendix A) and give it to the University Supervisor. Supervisors must be notified in writing of any subsequent changes, before they occur if at all possible, as observation visits by University Supervisors are based on these schedules.

#### **C. Attendance**

1. The term of Directed Teaching is the duration of the semester.

2. Holidays during the term are determined by the public school calendar.

3. Directed Teaching is a professional commitment. Student teachers are expected to teach every scheduled day for the full school day except as otherwise arranged with the University Supervisor and Cooperating Teacher.

4. Any absence without prior notification to University Supervisors and Cooperating Teachers subjects the student teacher to immediate dismissal from Directed Teaching with the grade of "F". Prior notification is absolutely essential for any absence as far in advance as possible. Emergency notification (illness or other) should be attempted in the following order.

- a. Cooperating Teacher
- b. Cooperating School
- c. University Supervisor
- d. University Office

5. Excused absences are possible for illness, school functions, and other professional university commitments. For planned absences,

student teachers should notify both University Supervisor and Cooperating Teacher as soon as plans are made, and subsequently give reminders of the impending absence.

6. All absences, for any reason, require the filing of the "Absence Request/Report Form" (Appendix B) with the University Supervisor.

7. Attendance at weekly Directed Teaching Seminars is required.

**D. General Information and Requirements**

1. Student teachers should immediately learn proper parking locations, school layout, and evacuation (Fire) routes and exits.
2. Student teachers should locate and become familiar with all available teaching materials and equipment and procedures for use. Public school materials should be used carefully and returned promptly. Smith Library materials may be checked out for student teaching purposes. Please follow correct library procedures at all times.
3. Student teachers should learn all public school policies effecting student teaching, including reporting procedures, medical emergency procedures, and discipline policies.
4. Student teachers must conduct themselves as professional members of the faculty at all times, both on and off campus ensuring that the relationships which develop with fellow faculty, peers, and students are conducive to effective teaching.
5. Student teachers should attend all programs, lectures, etc., which are sponsored by the faculty and cooperating school(s) and teacher(s).
6. Attire for student teaching must be neat and clean. Student Teachers should dress professionally.
7. Reliable transportation is the responsibility of the student teachers.
8. Students are encouraged to consult with the University Supervisor or Cooperating Teacher if any problems arise during the course of the student teaching experience. Other

students are not usually in a position to offer solutions to problems. The student teacher must be professional and circumspect in references about student teaching. Above all, comments that may be construed as gossip must be avoided.

9. Student teachers will arrive at the school and leave from there at times designated by the Cooperating Teacher and school officials.
10. Lesson plans will be prepared in advance, in writing, and approved by the student teachers' Cooperating Teacher; they should be readily available to appropriate persons requesting to see them. It is suggested that a lesson plan book be purchased for that purpose.
11. A log of hours spent at the school must be kept by student teachers. Logs are submitted at the request of the University Supervisor.
12. Student teachers must plan to be at the school according to its schedule. Holidays and make-up days may vary from the university schedule; the cooperating school's schedule is the one that will be followed. Each student teacher will arrange his own university schedule so that there are no conflicts. Caution is urged in scheduling university courses that may cause a work overload (see Letter E, page 7 for limitations).
13. Equipment used in the schools will be properly checked out and maintained according to the individual school's policy.
14. Student teachers will abide by the rules and regulations set by the school in which they are working.
15. Student teachers will be responsible for the full spectrum of teaching duties (e.g., lunch and bus duty, record keeping, maintaining bulletin boards).
16. Student teachers should seek information to improve their teaching techniques and methods for maintaining classroom control.

#### **E. Logs and Lesson Plans**

Logs and lesson plan forms are filed according to the instructions of the University Supervisor and public school Cooperating Teacher. Log forms (Appendix C), when completed, will provide a detailed description of the student teachers experience. Carefully prepared lesson plans are essential to effective teaching. Completed logs are maintained by the University Supervisor and are available for reference.

**F. Conferences**

A weekly conference time with Cooperating Teachers should be established to review student teachers goals and progress. After a student teacher is observed by the University Supervisor, it is their responsibility to schedule an appointment for the evaluation. All evaluations are undertaken to improve performance. Student teachers should accept all criticism and praise with a professional attitude and strive to make any suggested changes.

**G. TB Test**

Within a 60-day period prior to the beginning of student teaching, student teachers must have negative tuberculin test results. Tests are available through any county public health unit or Shenandoah University Wilkins Health Clinic.

**H. Self-Evaluation**

Self-evaluation is an on-going responsibility of each student teachers. The three page enclosed "Evaluation of Student Teaching" form (Appendix I) should be used for self-evaluation purposes and submitted to the University Supervisor.

**I. Evaluation of Student Teachers**

Student teachers should invite administrators and other supervisory personnel to observe their teaching. Formal written evaluations should be requested.

**J. Evaluation of Shenandoah Teacher Education Program**

1. Complete evaluation of University Supervisor (Appendix J).
2. Complete evaluation of Cooperating Teacher (Appendix K).
3. Complete appropriate evaluation of Program (Appendix L).

## **K. Criminal Records**

All candidates must have completed a criminal background check before the first placement in a school. Generally, this will suffice, although SU reserves the right to request an additional background check before student teaching internship. The student will be billed for the background checks. It is important to note that some districts will require a criminal background check of their own before being placed in that district.

## **IV. RESPONSIBILITIES OF THE COOPERATING (CLINICAL FACULTY) TEACHER**

The relationship between the Cooperating Teacher and the student teachers is the most important aspect of the student teaching program. The Cooperating Teacher is the primary source of modeling, instruction, critique, and guidance for the student teachers. The Cooperating Teacher's expertise is drawn upon daily by the student teacher in every phase of the teaching profession. The following statements should serve as indicators of the types of tasks we expect the Cooperating Teacher to perform:

### **A. Familiarize Student Teachers With School**

1. Introduces student teachers to principal and other staff.
2. Advises student teachers as to the location of rooms, equipment, etc.
3. Provides access to policy manuals and related materials, or informs student teachers of applicable policies.
4. Instructs student teachers in specific school policies, such as student tardiness, hall passes, and the checking out of audio-visual equipment.
5. Allows student teachers to first become familiar with the teaching situation by observation and discussion.

## **B. Schedule and Evaluations**

1. Advises student teachers of their duties, responsibilities, and schedules.
2. Provides close supervision, detailed evaluation, and guidance in all teaching efforts.
3. Grants additional freedom and responsibility to student teachers, guided by developing capabilities.
4. Signs the log form weekly.
5. Provides the University Supervisor with a detailed evaluation and suggested grade using the forms (see Appendices) at both mid-term and at the end of the teaching period.
6. Gives daily guidance in the form of critique, suggestions, and praise for the student teacher's performance.
7. Approves (or suggests means for improving) each lesson plan which will be presented in advance by the student teacher.
8. Informs student teachers well in advance of special units, projects, unit changes, or other tasks that are required or suggested.
9. Gives formal, written evaluation of the student teachers' performance:
  - a. an evaluation upon completion of the first two weeks (Appendix D),
  - b. minimally an evaluation of two or three randomly selected classes (Appendix (E or F),
  - c. a midterm evaluation (Appendix G), and
  - d. an overall final evaluation (Appendix H).
10. Informs student teachers of valuable professional and academic materials.

11. Keeps the University Supervisor informed as to the student teacher's progress, particularly if some special need should arise.
12. Informs student teachers of schedule — it should match that of the Cooperating Teacher.
13. Prepares the classroom students for the arrival of the student teachers, pointing out the purpose of the process and how they may be of help.
14. Offers suggestions for maintaining classroom control as well as suggestions for instruction.
15. Discusses individual pupil problems with the student teachers, providing a model for professional ethics and confidentiality.
16. Remains in the classroom with the student teachers for at least one fourth of each class day, to provide specific feedback of the student teacher's performance.
17. Evaluates student teachers to determine when they are ready to carry out Directed Teaching responsibilities alone. (Student teachers must be allowed to teach some classes in solo by the conclusion of 3 weeks of the experience, however, this schedule is at the discretion of the Cooperating Teacher).

**C. Honorarium**

The significant contribution of Cooperating Teachers in the development of student teachers is fully recognized. In appreciation, an honorarium is awarded to the Cooperating Teacher. When student teachers work with more than one Cooperating Teacher, the honorarium is divided based upon hours reported on log forms.

**V. RESPONSIBILITIES OF SUPERVISORY PERSONNEL**

**A. Teacher Education Program Coordinator**

1. Makes all preliminary arrangements with the various school systems relative to the general placement of student teachers.

2. Supervises completion of all prerequisites to Directed Teaching, maintains records and files, arranges personal development counseling when required, and ultimately certifies acceptance into Directed Teaching.
3. Assigns student teachers to University Supervisors.
4. Assigns student teachers to a specific cooperating school and teacher, based on the student teacher's preferences and schedule and on the needs and desires of the cooperating schools.

**B. The University Supervisor**

1. Advises student teachers of all requirements particular to their school placement.
2. Guides student teachers in the final preparation for entry into the cooperating school.
3. Periodically observes and evaluates the students' teaching performance. There should be a minimum of six visits spaced throughout the teaching period. A written evaluation (Appendix E or F) is prepared for each visit and the University Supervisor meets with student teachers individually for a detailed evaluation of all aspects of their performance.
4. Confers with Cooperating Teacher(s) regarding the progress and performance of the student teacher.
5. Assigns student teachers mid-term and final grades based on evaluation and information reported by the Cooperating Teacher(s).
6. Serves as the primary coordinator of all university and cooperating school relationships.
7. Other members of the university faculty, particularly those in the student teacher's subject area, may also participate in observation and evaluation processes.

## VI. EVALUATION CRITERIA FOR TEACHERS

(Evaluation Criteria and Performance Indicators according to Virginia Department of Education suggested *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, Virginia Board of Education, adopted January 6, 2000, pp. 11-13.)

### A. Introduction to the Evaluation Criteria

The *Education Accountability and Quality Enhancement Act of 1999* requires the development of “defined criteria for a performance evaluation process” for teachers, principals, assistant principals, supervisors, and division superintendents. During the development process, the Advisory Committee agreed that sets of evaluation criteria were necessary for three distinct roles: a) teacher; b) principal, and supervisor; and c) division superintendent. The framework for evaluation criteria is organized by five major categories that reflect primary responsibilities of educational personnel. What follows are the categories and descriptions specified for teachers.

### B. Major Categories of Evaluation Criteria

- ❖ Planning and Assessment
- ❖ Instruction
- ❖ Safety and Learning Environment
- ❖ Communication and Community Relations
- ❖ Professionalism

### C. Description of Major Categories

1. **Planning & Assessment.** This category includes the teacher’s responsibilities for evaluating and providing students with feedback that encourages student progress and measures student achievement. Based on a variety of assessments, content knowledge, and student knowledge, the teacher plans appropriate instruction.
  
2. **Instruction.** This category encompasses the critical skills that determine the quality of classroom instruction. The teacher’s major responsibilities include implementing a variety of activities consistent with instructional objectives and selecting instructional methods compatible with students’ abilities, prior knowledge, and learning styles.

3. **Safety & Learning Environment.** The category of safety and learning environment includes the teacher's responsibilities for planning and demonstrating effective routines and procedures that create an organized and positive learning environment.
4. **Communication & Community Relations.** The category of communication and community relations describes the responsibilities of teachers to use effective communication strategies in working with students, parents, and members of the community to promote broad support for student learning.
5. **Professionalism.** This final category speaks to the basic responsibilities of all professional educators and defines the responsibilities for demonstrating a commitment to professional ethics and growth and for complying with school divisions' policies and procedures.

#### **D. Definition of Evaluation Criteria**

The framework for the evaluation criteria of the professional role of teacher is defined using a three-tiered description:

- ❖ Major Categories of Evaluation Criteria,
- ❖ Evaluation Criteria, and
- ❖ Performance Indicators.

The levels of specificity are intended to describe the responsibilities of the role with sufficient detail and accuracy so that teachers can reasonably understand the job expectations. The major categories of evaluation criteria described above are further defined with specific evaluation criteria listed.

## E. Teacher Evaluation Criteria

### Planning and Assessment

- ❖ **The teacher** designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- ❖ **The teacher** plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.
- ❖ **The teacher** diagnoses individual, group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.
- ❖ **The teacher** uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.
- ❖ **The teacher** identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.

### Instruction

- ❖ **The teacher** understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for all students.
- ❖ **The teacher** understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.
- ❖ **The teacher** uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.
- ❖ **The teacher** selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.

### Safety and Learning Environment

- ❖ **The teacher** actively implements a discipline policy that fosters a safe and positive environment for students and staff.

- ❖ **The teacher** manages classroom procedures to maximize academic learning time.
- ❖ **The teacher** establishes and maintains rapport with students.
- ❖ **The teacher** creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

### **Communication and Community Relations**

- ❖ **The teacher** uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.
- ❖ **The teacher** forges partnerships with families to promote student learning at home and in the school.
- ❖ **The teacher** works collaboratively with staff, families, and community resources to support the success of a diverse student population.

### **Professionalism**

- ❖ **The teacher** models professional, moral, and ethical standards as well as personal integrity in all interactions.
- ❖ **The teacher** takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.
- ❖ **The teacher** works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.
- ❖ **The teacher** provides service to the profession, the division, and the community.

### **F. Evaluation Instruments**

These criteria have been used to create the evaluation instruments included in the Appendixes of this Handbook. The following checklists are performance indicators to be used by Student Teacher Interns, Clinical Faculty, and University Supervisors for formative feedback as necessary.

**Planning and Assessment Checklist**

1. The ST bases instruction on goals that reflect high expectations, conceptual understanding of the subject, and importance of learning. \_\_\_\_\_
2. The ST matches content/skills taught to overall curriculum scope and sequence. \_\_\_\_\_
3. The ST uses assessment feedback to monitor and adjust instruction. \_\_\_\_\_
4. The ST links objectives for instruction to prior student learning. \_\_\_\_\_
5. The ST reflects the goals and needs of the school and community in planning. \_\_\_\_\_
6. The ST uses available resources to link student learning to the community. \_\_\_\_\_
7. The ST selects appropriate student objectives for lessons consistent with division guidelines and with VSOLs. \_\_\_\_\_
8. The ST designs appropriate learning activities that are clearly connected to instructional objectives. \_\_\_\_\_
9. The ST develops lesson plans that are clear, logical, and sequential. \_\_\_\_\_
10. The ST plans instruction appropriate to the developmental level and needs of students. \_\_\_\_\_
11. The ST demonstrates knowledge of resources and methods of instruction appropriate to serving students with special needs. \_\_\_\_\_
12. The ST arranges/adapts classroom setting to accommodate individual and group learning needs. \_\_\_\_\_
13. The ST assists students in planning, organizing, and preparing for assignments, long-range projects, and tests. \_\_\_\_\_
14. The ST is sensitive and responsive to the diversity of individuals and groups within the classroom. \_\_\_\_\_
15. The ST monitors student understanding on an ongoing basis and adjusts teaching when necessary. \_\_\_\_\_
16. The ST utilizes multiple assessment practices congruent with instructional goals both in content and process. \_\_\_\_\_

17. The ST effectively uses both teacher-made and standardized tests as appropriate. \_\_\_\_\_
18. The ST uses student products as a source for assessment and instructional decisions. \_\_\_\_\_
19. The ST demonstrates competence in the use of acceptable grading/ranking/scoring practices in recording and reporting student achievement. \_\_\_\_\_
20. The ST maintains and uses organized records of student progress for instructional decisions. \_\_\_\_\_
21. The ST communicates clear expectations for learning and behavior to students and parents. \_\_\_\_\_
22. The ST uses pre-assessment data in developing expectations for students and as a basis for documenting learning gains. \_\_\_\_\_
23. The ST provides prompt and meaningful feedback to students about performance and progress. \_\_\_\_\_
24. The ST prepares tests that reflect the academic content studied. \_\_\_\_\_
25. The ST provides opportunities for students to contribute to the development of criteria and standards as appropriate. \_\_\_\_\_
26. The ST incorporates strategies to prepare students for SOL and standardized testing. \_\_\_\_\_

### Instruction Checklist

1. The ST communicates a belief that all students can learn. \_\_\_\_\_
2. The ST exhibits an understanding of and facility in explaining the subject area(s) taught. \_\_\_\_\_
3. The ST uses appropriate literature and current resources and materials in the subject area(s). \_\_\_\_\_
4. The ST encourages the academic curiosity and critical thinking of students. \_\_\_\_\_
5. The ST modifies instruction to make topics relevant to students' lives and experiences. \_\_\_\_\_
6. The ST demonstrates ability to engage and maintain students' attention and to recapture or refocus it as necessary. \_\_\_\_\_
7. The ST provides clear and concise explanations of lessons. \_\_\_\_\_
8. The ST checks for understanding with questions, review activities, and various assessment strategies. \_\_\_\_\_
9. The ST selects materials and media that match learning styles of individual students. \_\_\_\_\_
10. The ST provides for the instructional needs of all students, including remedial and enrichment/extension activities as necessary. \_\_\_\_\_
11. The ST utilizes flexible grouping practices to respond to the diverse learning needs of students. \_\_\_\_\_
12. The ST collaborates with resource teachers in developing activities for students with special learning needs. \_\_\_\_\_
13. The ST encourages students to build on strengths while developing in all areas of competence. \_\_\_\_\_
14. The ST paces instruction appropriately with adequate preview and review of instructional components. \_\_\_\_\_
15. The ST uses a variety of teaching strategies, including cooperative, peer and project-based learning, audiovisual presentations, lecture, discussions and inquiry, practice and application, and the teaching of others. \_\_\_\_\_

16. The ST demonstrates respect for individual, cultural, religious, and racial differences of individuals and groups within the classroom. \_\_\_\_\_
17. The ST evaluates curricular materials for accuracy, currency, and student interest. \_\_\_\_\_
18. The ST provides students with materials and media that are appropriate and challenging for their instructional levels. \_\_\_\_\_
19. The ST encourages and guides the development of problem-solving skills and independent thinking in students. \_\_\_\_\_
20. The ST utilizes available technological materials and resources effectively to engage students in varied learning experiences. \_\_\_\_\_
21. The ST provides opportunities for guided practice and hands-on technology application. \_\_\_\_\_
22. The ST demonstrates competence in the Technology Standards for Instructional Personnel. \_\_\_\_\_
23. The ST solicits comments, questions, examples, and other contributions from students throughout lessons. \_\_\_\_\_
24. The ST uses questioning strategies effectively. \_\_\_\_\_
25. The ST provides opportunities for guided and independent practice. \_\_\_\_\_
26. The ST responds positively to student questions and active engagement. \_\_\_\_\_
27. The ST implements instructional opportunities in which students are interacting with ideas, materials, teachers, and one another. \_\_\_\_\_
28. The ST reteaches material and/or accelerates instruction based on assessment to pace instruction appropriately for interest and engagement. \_\_\_\_\_
29. The ST implements curriculum experiences to encourage students to reflect on and take increasing responsibility for their own learning. \_\_\_\_\_

**Safety and Learning Environment Checklist**

1. The ST establishes effective classroom rules and procedures. \_\_\_\_\_
2. The ST communicates clear expectations about behavior to students and parents. \_\_\_\_\_
3. The ST implements and enforces disciplinary procedures with fairness and consistency. \_\_\_\_\_
4. The ST encourages students in developing self-discipline and conflict resolution skills. \_\_\_\_\_
5. The ST recognizes and celebrates the achievements of students and staff. \_\_\_\_\_
6. The ST is knowledgeable of and complies with local, state, and federal safety regulations. \_\_\_\_\_
7. The ST manages emergency situations as they occur. \_\_\_\_\_
8. The ST plans purposeful assignments for teacher assistants, substitute teachers, student teachers, and others to ensure continuous student engagement in learning. \_\_\_\_\_
9. The ST structures transitions in an efficient and constructive manner. \_\_\_\_\_
10. The ST creates and maintains a physical setting that minimizes disruption and promotes learning and safety. \_\_\_\_\_
11. The ST handles administrative routines quickly and efficiently. \_\_\_\_\_
12. The ST has all material readily available to allow for the smooth flow of instruction. \_\_\_\_\_
13. The ST treats students with respect. \_\_\_\_\_
14. The ST communicates personal enthusiasm for learning. \_\_\_\_\_
15. The ST models caring, fairness, humor, courtesy, respect, and active listening. \_\_\_\_\_
16. The ST demonstrates concern for students' emotional and physical well being. \_\_\_\_\_

17. The ST seeks and uses information about student interests and opinions. \_\_\_\_\_
18. The ST develops and maintains positive interactions with students in all school settings. \_\_\_\_\_
19. The ST encourages students to respect themselves and others. \_\_\_\_\_
20. The ST communicates clear expectations for appropriate interactions among students. \_\_\_\_\_
21. The ST models enthusiasm for and engagement in learning. \_\_\_\_\_
22. The ST encourages students to take pride in good work. \_\_\_\_\_
23. The ST enhances students' feelings of self-worth. \_\_\_\_\_
24. The ST incorporates principles of equal opportunity and non-discrimination into classroom management. \_\_\_\_\_
25. The ST provides equitable opportunities for student learning. \_\_\_\_\_
26. The ST promotes multicultural awareness, gender sensitivity, and the appreciation of diversity within the classroom. \_\_\_\_\_

**Communication and Community Relations Checklist**

1. The ST uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written expression. \_\_\_\_\_
2. The ST articulates clear learning goals and instructional procedures to students. \_\_\_\_\_
3. The ST gives directions that are clear and reasonable and contain an appropriate level of detail. \_\_\_\_\_
4. The ST uses a variety of media communication tools to enrich learning opportunities. \_\_\_\_\_
5. The ST models effective communication strategies in conveying ideas and information. \_\_\_\_\_
6. The ST provides support for student expression in speaking, writing, and other media. \_\_\_\_\_
7. The ST responds promptly to parental concerns. \_\_\_\_\_
8. The ST shares major instructional goals for the year with parents. \_\_\_\_\_
9. The ST initiates communication with parents or guardians concerning student progress or problems in a timely manner. \_\_\_\_\_
10. The ST offers strategies for parents to assist in their children's education. \_\_\_\_\_
11. The ST is sensitive to the social and cultural background of students and parents. \_\_\_\_\_
12. The ST uses multiple modes of communication to provide information to parents. \_\_\_\_\_
13. The ST encourages parent and community involvement in classroom activities. \_\_\_\_\_
14. The ST collaborates with staff, families, and community members to respond to identified needs of individual students and groups of students. \_\_\_\_\_
15. The ST promotes the value of understanding and celebrating school/community cultures. \_\_\_\_\_

**Professionalism Checklist**

1. The ST relates to colleagues, parents, and others in an ethical and professional manner. \_\_\_\_\_
2. The ST represents the school/program favorably in the school division/community. \_\_\_\_\_
3. The ST uses acceptable written and oral language. \_\_\_\_\_
4. The ST resolves concerns and problems in a constructive manner. \_\_\_\_\_
5. The ST maintains confidentiality appropriate to teaching assignment. \_\_\_\_\_
6. The ST maintains a professional demeanor and appearance. \_\_\_\_\_
7. The ST works in the best interest of the students, the school, and the community. \_\_\_\_\_
8. The ST evaluates and identifies areas of personal strength and weakness related to professional skills and their effect on student learning and sets goals for improvement of skills and professional performance. \_\_\_\_\_
9. The ST comprehends and applies current literature that enhances knowledge of educational issues, trends, and practices. \_\_\_\_\_
10. The ST demonstrates flexibility and a collaborative attitude in supporting co-workers/work team. \_\_\_\_\_
11. The ST maintains effective working relationships with other teachers. \_\_\_\_\_

## VII. PROFESSIONAL TEACHER’S ASSESSMENT REQUIREMENT FOR VIRGINIA LICENSURE

### Professional Licensure Examinations

Applicants for professional licensure must present evidence of passing scores for Praxis I (SAT/ACT) and VCLA (Virginia Communication and Literacy Assessment).

#### PRAXIS I - Virginia's Passing Scores

Pre-Professional Skills Test – Paper & Pencil			Pre-Professional Skills Test (Computerized)		
Praxis I PPST	TEST CODE	PASSING SCORE	Praxis I C-PPST	TEST CODE	PASSING SCORE
Mathematics	10730	178	Mathematics	5730	178
Reading	10710	178	Reading	5710	178
Writing	20720	176	Writing	5720	176
PPST Composite score		532	C-PPST Composite Score		532

Score reports must be sent to Shenandoah University Registrar and to Music Education Program Advisors.

#### SAT as a Substitute for Praxis I

SAT Taken Prior to April 1, 1995 – a score of 1000 with at least 450 on the verbal and 510 on the mathematics tests;

SAT Taken After April 1, 1995 – a score of 1100 with at least 530 on the verbal and 530 on the mathematics tests as a substitute for Praxis I.

#### ACT as a Substitute for Praxis I

ACT Taken Prior to April 1, 1995 – a composite score of 21, with the ACT mathematics score no less than 21, and an ACT English Plus Reading score no less than 37.

ACT Taken After April 1, 1995 – a composite score of 24, with the ACT mathematics score no less than 22, and an ACT English Plus Reading score no less than 46.

### **Virginia Communication and Literacy Assessment (VCLA)**

The Virginia Communication and Literacy Assessment will be required for initial licensure effective January 1, 2006, unless an individual meets the exemption criteria. Refer to the following Web site for more information about the test content, test dates, costs, accommodations for individuals with disabilities, and registration: [www.vcla.nesinc.com](http://www.vcla.nesinc.com).

On March 22, 2006, the Board of Education approved cut scores for the Virginia Communication and Literacy Assessment (VCLA). The cut scores for the VCLA are as follows:

Writing Sub Test: 235  
Reading Sub Test: 235  
Composite Score: 470

### **Praxis II – Virginia Licensure Requirements**

Completion of Praxis II is required for teacher licensure. Candidates for Teacher Licensure must complete the following Praxis II exam:

<b>Praxis II</b>	<b>Test Code</b>	<b>Passing Score</b>
Music - Vocal, Choral, or Instrumental (Pre-K-12)	10113 Music: Content Knowledge (contains listening section)	160

## **VIII. CAREER SERVICES**

Students who successfully complete the Teacher Preparation Program should be confident that they have a solid general education, a thorough knowledge of their major field, and proficiency in the practices of effective teaching. Armed with confidence, students are ready to think about where they would like to teach and live. Early in the senior year, students should go to the Career Services Office located in the Wilkins Student Center Building to start their credentials file. A credentials file includes the resume, letters of recommendation, and other supporting documentation.

The Career Services Office at Shenandoah provides:

1. Individual counseling and assistance with career development by appointment or on a walk-in basis.
2. Assistance in presenting yourself effectively to employers (resumes, cover letters, interview strategies, etc.).
3. Information on job vacancies from employers, posted in the Career Services Office and filed in employment reference books.
4. A credentials file service which is a permanent record of supportive documentation used in securing employment or graduate school admission.
5. Networking with faculty, alumni, and members of the community who can provide career information and assistance.
6. Information on licensed occupations in Virginia and graduate programs; university catalogs are kept on file for your information.

### **XIII. EVALUATION AND FOLLOW-UP STUDIES**

Evaluation and follow-up studies are integral components of our Teacher Preparation Program. Students will complete the appropriate program evaluation form at the conclusion of the student teaching experience and will be asked to respond again after five years of teaching. These forms follow. Employers will also be surveyed by mail.

## **Appendix A**

**Directed Student Teaching Schedule/Location**

Name

Telephone

Spring

Fall

Year

University Supervisor

Schedule: (or attach a photocopy)

Clinical Faculty Member Weekly Conference Meeting Time \_\_\_\_\_

Clinical Faculty Member(s) \_\_\_\_\_

Mailing Address \_\_\_\_\_

Home Phone *(Optional)* \_\_\_\_\_

Cooperating School \_\_\_\_\_

School Classroom # \_\_\_\_\_

Office Phone \_\_\_\_\_

Street Address \_\_\_\_\_

Town \_\_\_\_\_

Zip Code \_\_\_\_\_

Principal \_\_\_\_\_

School System \_\_\_\_\_

Email Address \_\_\_\_\_

**Appendix B**

**Directed Teaching Absence Request/Report**

This form must be submitted as soon as possible to the University Supervisor in all cases of absences from Directed Student Teaching.

Name \_\_\_\_\_ Date \_\_\_\_\_

Date of Absence \_\_\_\_\_

Reason for Absence:

\_\_\_\_\_ A. This is a report of a previous absence

Doctor/Nurse seen: Yes \_\_\_\_\_ No \_\_\_\_\_

Physician or Nurse Seen:

\_\_\_\_\_

Person

Notified: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

\_\_\_\_\_ B. This is a request for an excuse for a planned absence.

Approved:

\_\_\_\_\_  
Clinical Faculty Member

\_\_\_\_\_  
University Supervisor

## Appendix C

### SHENANDOAH UNIVERSITY

### STUDENT TEACHING LOG

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Day	Time	School	Description of Activities	Teaching	Observing
M					
T					
W					
TH					
F					
SA					
S					

	Total Hrs Teaching / Observing	_____	_____
	Hours Brought Forward	_____	_____
	Cumulative Hours	_____	_____
_____ Student Teacher Signature			
_____ Clinical Faculty Member Signature			

**Appendix D**  
**Shenandoah Conservatory**  
**Music Education Program**

**STUDENT TEACHING REPORT FOR THE FIRST TWO WEEKS**

Name of Student \_\_\_\_\_

Grade Level \_\_\_\_\_ Subject \_\_\_\_\_

School \_\_\_\_\_

University Supervisor \_\_\_\_\_

Clinical Faculty Member \_\_\_\_\_

Please complete the following checklist of goals the student accomplished during the first two weeks. Place a ✓ in the space to the left of each number if the goal was completed. Leave the space blank if the goal was not completed.

- \_\_\_ 1. Has read the school's statements of philosophy and objectives.
- \_\_\_ 2. Has reviewed the Standards of Learning Objectives for Virginia Public Schools.
- \_\_\_ 3. Has read the school's curriculum guide.
- \_\_\_ 4. Has read the objectives of the classes the student will teach.
- \_\_\_ 5. Has reviewed the list of competencies outlined in the Directed Student Teaching Handbook.
- \_\_\_ 6. Has prepared unit & daily lesson plans for the period they will be in charge of the classroom.
- \_\_\_ 7. Has become knowledgeable about school policies for both teachers and students.
- \_\_\_ 8. Has learned the daily routine.
- \_\_\_ 9. Has learned the names of members of the school staff.
- \_\_\_ 10. Has learned the names of the students.
- \_\_\_ 11. Is prompt and dependable.
- \_\_\_ 12. Welcomes and acts on suggestions.
- \_\_\_ 13. Has become acquainted with the physical plant and resources.
- \_\_\_ 14. Has surveyed texts and other materials.
- \_\_\_ 15. Has assisted with clerical, supervisory, and other duties such as paper grading.
- \_\_\_ 16. Has kept a daily log of activities.

Comments:

\_\_\_\_\_  
Clinical Faculty Supervisor's Signature

\_\_\_\_\_  
Date

**Appendix E**

**Shenandoah Conservatory  
Directed Student Teaching Observation Form**

Student  
Observed: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

Setting: \_\_\_\_\_ Time: \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_

Activities Observed:

Strengths:

Area of Concern:

New Goals:

Grade: \_\_\_\_\_

\_\_\_\_\_  
Signature of Observer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name & Position/Title of Observer

**Appendix F**

**DIRECTED STUDENT TEACHING OBSERVATION REPORT**

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ COMMUNITY: \_\_\_\_\_

GRADE LEVEL/SUBJECT OBSERVED: \_\_\_\_\_

Rating Scale:

5=superior, 4=very good, 3=average, 2=needs improvement, 1=poor, 0=not evident)

(Please comment on all ratings 2 or below.) This scale is not intended to be equated with the University grading system.

The student teacher's skill level in:

1. Knowledge of subject matter	5	4	3	2	1	0
2. Planning/Preparation of lesson	5	4	3	2	1	0
3. Clear and effective use of oral and written communication	5	4	3	2	1	0
4. Discipline/Class Control	5	4	3	2	1	0
5. Effective use of class time/pacing	5	4	3	2	1	0
6. Evaluating student progress	5	4	3	2	1	0
7. Responding to student's individual needs	5	4	3	2	1	0
8. Achieving a positive educational atmosphere	5	4	3	2	1	0
9. Rapport with students	5	4	3	2	1	0
10. Rapport with staff and administration	5	4	3	2	1	0
(University Supervisor may choose to identify additional skill areas)						
11. _____	5	4	3	2	1	0
12. _____	5	4	3	2	1	0
13. _____	5	4	3	2	1	0
14. _____	5	4	3	2	1	0
15. _____	5	4	3	2	1	0
16. Overall effectiveness of the lesson observed	5	4	3	2	1	0

Comments:

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix G

### Student Teaching / Internship Midterm Evaluation Shenandoah University Teacher Education Program

(Evaluation Criteria and Performance Indicators according to Virginia Department of Education Suggested Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Virginia Board of Education, adopted January 6, 2000)

Student Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_

Grade Level(s), Subject(s), of Placement \_\_\_\_\_

Evaluator's Name \_\_\_\_\_ Title \_\_\_\_\_

(Rate performance: 5=superior, 4=very good, 3=average, 2=needs improvement, 1=poor, 0=not evident) (Please comment on all ratings 2 or below.)

<b>Planning and Assessment (mid-term evaluation)</b>
--

- |  |             |
|--|-------------|
| 1. The ST designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.                                  | 5 4 3 2 1 0 |
| 2. The ST plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.                  | 5 4 3 2 1 0 |
| 3. The ST diagnoses individual, group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.     | 5 4 3 2 1 0 |
| 4. The ST uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.  | 5 4 3 2 1 0 |
| 5. The ST identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments. | 5 4 3 2 1 0 |

Comments:

<b>Instruction (mid-term evaluation)</b>
--

- |   |             |
|---|-------------|
| 6. The ST understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for all students. | 5 4 3 2 1 0 |
| 7. The ST understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.   | 5 4 3 2 1 0 |
| 8. The ST uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.   | 5 4 3 2 1 0 |
| 9. The ST selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.                             | 5 4 3 2 1 0 |

Comments:

<b>Safety and Learning Environment (mid-term evaluation)</b>
--

- |   |             |
|---|-------------|
| 10. The ST actively implements a discipline policy that fosters a safe and positive environment for students and staff.                                       | 5 4 3 2 1 0 |
| 11. The ST manages classroom procedures to maximize academic learning time.   | 5 4 3 2 1 0 |
| 12. The ST establishes and maintains rapport with students.   | 5 4 3 2 1 0 |
| 13. The ST creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self motivation. | 5 4 3 2 1 0 |

Comments:

<b>Communication and Community Relations (mid-term evaluation)</b>
--

- |  |             |
|--|-------------|
| 14. The ST uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.      | 5 4 3 2 1 0 |
| 15. The ST works collaboratively with staff, families, and community resources to support the success of a diverse student population. | 5 4 3 2 1 0 |

Comments:

<b>Professionalism (mid-term evaluation)</b>
--

- |  |             |
|--|-------------|
| 16. The ST models professional, moral, and ethical standards as well as personal integrity in all interactions.  | 5 4 3 2 1 0 |
| 17. The ST takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning. | 5 4 3 2 1 0 |
| 18. The ST works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.                            | 5 4 3 2 1 0 |
| 19. The ST provides service to the profession, the division, and the community.  | 5 4 3 2 1 0 |

Comments:

**Overall Recommendation:** (At this point in professional training to what extent would you recommend the student teacher/intern for employment?)

**Suggested Grade:**

---

Cooperating Teacher Signature Date

---

University Supervisor Signature Date

---

Student Teacher Signature Date

## Appendix H

### Student Teaching / Internship Final Evaluation

#### *Shenandoah University Teacher Education Program*

(Evaluation Criteria and Performance Indicators according to Virginia Department of Education Suggested Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Virginia Board of Education, adopted January 6, 2000)

Student Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_

Grade Level(s), Subject(s), of Placement \_\_\_\_\_

Evaluator's Name \_\_\_\_\_ Title \_\_\_\_\_

(Rate performance: 5=superior, 4=very good, 3=average, 2=needs improvement, 1=poor, 0=not evident) (Please comment on all ratings 2 or below.)

<b>Planning and Assessment (final evaluation)</b>
---

- |  |             |
|--|-------------|
| 1. The ST designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.                                  | 5 4 3 2 1 0 |
| 2. The ST plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.                  | 5 4 3 2 1 0 |
| 3. The ST diagnoses individual, group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.     | 5 4 3 2 1 0 |
| 4. The ST uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.  | 5 4 3 2 1 0 |
| 5. The ST identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments. | 5 4 3 2 1 0 |

Comments:

<b>Instruction (final evaluation)</b>
---------------------------------------

- |   |             |
|---|-------------|
| 6. The ST understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for all students. | 5 4 3 2 1 0 |
| 7. The ST understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.   | 5 4 3 2 1 0 |
| 8. The ST uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.   | 5 4 3 2 1 0 |
| 9. The ST selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.                             | 5 4 3 2 1 0 |

Comments:

<b>Safety and Learning Environment (final evaluation)</b>
---

- |   |             |
|---|-------------|
| 10. The ST actively implements a discipline policy that fosters a safe and positive environment for students and staff.                                       | 5 4 3 2 1 0 |
| 11. The ST manages classroom procedures to maximize academic learning time.   | 5 4 3 2 1 0 |
| 12. The ST establishes and maintains rapport with students.   | 5 4 3 2 1 0 |
| 13. The ST creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self motivation. | 5 4 3 2 1 0 |

Comments:

<b>Communication and Community Relations (final evaluation)</b>
---

- |  |             |
|--|-------------|
| 14. The ST uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.      | 5 4 3 2 1 0 |
| 15. The ST works collaboratively with staff, families, and community resources to support the success of a diverse student population. | 5 4 3 2 1 0 |

Comments:

<b>Professionalism (final evaluation)</b>
---

- |  |             |
|--|-------------|
| 16. The ST models professional, moral, and ethical standards as well as personal integrity in all interactions.  | 5 4 3 2 1 0 |
| 17. The ST takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning. | 5 4 3 2 1 0 |
| 18. The ST works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.                            | 5 4 3 2 1 0 |
| 19. The ST provides service to the profession, the division, and the community.  | 5 4 3 2 1 0 |

Comments:

**Overall Recommendation:** (At this point in professional training to what extent would you recommend the student teacher/intern for employment?)

**Suggested Grade:**

---

Cooperating Teacher Signature Date

---

University Supervisor Signature Date

---

Student Teacher Signature Date

**Appendix I**

**Shenandoah University**

**Directed Teaching in Music Education**

**Assessment of Contribution to Student Achievement**

**Candidate** \_\_\_\_\_ **ID#** \_\_\_\_\_

**Clinical Faculty** \_\_\_\_\_ **Date** \_\_\_\_\_

**Directions:** Please complete this evaluation of the candidate, based upon their work with your students in field experience, student teaching or other practicum opportunities.

**Please note that evaluations will be shared with the candidate.**

Rate the candidate's contribution to your students' academic achievement:

Strong Contribution	Moderate Contribution	Very Limited Contribution	No Contribution	Not Applicable

This rating is based upon observation/evaluation of the following:

- My students' performance in lessons
- My students' performance on graded assignments or tests
- Feedback received from my students, their parents or other teachers/administrators
- Other: \_\_\_\_\_

Please provide specific examples of how the candidate contributed to your students' academic achievement:

Rate the candidate's ability to deliver caring instruction to your students:

Very Caring	Somewhat Caring	Neutral	Limited Caring	No Evidence of Caring

This rating is based upon observation/evaluation of the following:

- The candidate's interactions with my students during lessons, tutoring or rehearsals
- The candidate's personal reflections on their experiences, evidenced in journals & papers
- Feedback received from my students, their parents or other teachers/administrators
- Other: \_\_\_\_\_

Please provide specific examples of how the candidate demonstrated caring in their delivery of instruction to your students:

## Appendix J

### STUDENT TEACHING SELF-EVALUATION

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rating 1 to 5 (5 being greater)

- \_\_\_\_\_ 1. Is effective in relating to people in the performance of his professional responsibilities.  
\_\_\_\_\_ a. students \_\_\_\_\_ b. Faculty and staff \_\_\_\_\_ c. Parents
- \_\_\_\_\_ 2. Is sensitive to the needs of other people, respects diversity of people relative to race, ethnic background, culture, sex, religion, and the like.
- \_\_\_\_\_ 3. Is (1) able to deal positively with the unexpected; (2) flexible and adaptable; (3) capable of divergent thinking rather than limited to one way of handling a situation.
- \_\_\_\_\_ 4. Is a person who knows who he wants to become, professionally (i.e., knows his/her own strengths and weaknesses, and is goal oriented).
- \_\_\_\_\_ 5. Displays a sense of humor and utilizes it appropriately.
- \_\_\_\_\_ 6. Expresses enthusiasm for and commitment to teaching young people (i.e., likes them, wants to work with them.)  
\_\_\_\_\_ a. at the junior high level \_\_\_\_\_ b. at the high school level  
\_\_\_\_\_ c. at the elementary level
- \_\_\_\_\_ 7. Is a person who acts in a professional manner:  
\_\_\_\_\_ a. assumes responsibility for assigned work (includes work finished on time);  
\_\_\_\_\_ b. is punctual;  
\_\_\_\_\_ c. meets commitments (i.e., meetings, appointments, etc.);  
\_\_\_\_\_ d. demonstrates maturity of judgment; and  
\_\_\_\_\_ e. is willing to go beyond minimum requirements of a task or job.
- \_\_\_\_\_ 8. Is a person who is willing to have his performance evaluated by others (i.e., is concerned with developing his own competence and responds favorably to constructive criticism);
- \_\_\_\_\_ 9. Is literate when it comes to  
\_\_\_\_\_ a. speaking \_\_\_\_\_ b. Writing.
- \_\_\_\_\_ 10. Possesses academic competence in the single subject major.
- \_\_\_\_\_ 11. Has a personal appearance and grooming consistent with professional standards.
- \_\_\_\_\_ 12. Utilizes classroom management skills appropriate to maintaining a classroom atmosphere conducive to learning.
- \_\_\_\_\_ 13. Prepares, evaluates, and plans instruction based on assessment of students' learning.

A. What are specific competencies, strengths or positive qualities of the student teacher?

B. What are specific areas in need of further development?

## **Appendix K**

### **Student Teacher Evaluation of University Supervisor**

*Shenandoah University Teacher Education Program and Staff*

**(Evaluation Criteria and Performance Indicators according to Virginia Department of Education  
Suggested Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers,  
Virginia Board of Education, adopted January 6, 2000)**

**Rate performance:  
5=superior, 4=very good, 3=average, 2=needs improvement, 1-poor, 0=not evident**

- |   |             |
|---|-------------|
| 1. My university supervisor clearly explained his/her expectations of me<br>prior to his/her first visit. | 5 4 3 2 1 0 |
| 2. My university supervisor provided appropriate assistance to me   | 5 4 3 2 1 0 |
| 3. My university supervisor conferenced with me on each visit<br>when feasible.                           | 5 4 3 2 1 0 |
| 4. My university supervisor gave me constructive feedback.  | 5 4 3 2 1 0 |
| 5. My university supervisor treated me fairly and objectively.  | 5 4 3 2 1 0 |
| 6. My university supervisor had realistic expectations of my<br>internship performance.                   | 5 4 3 2 1 0 |
| 7. Overall I would give my internship experience a rating of . . .  | 5 4 3 2 1 0 |

Comments:

---

Name

---

Date

**Appendix L**

**Student Teacher Evaluation of Clinical Faculty**

*Shenandoah University Teacher Education Program and Staff*

**(Evaluation Criteria and Performance Indicators according to Virginia Department of Education  
Suggested Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers,  
Virginia Board of Education, adopted January 6, 2000)**

**Rate performance:  
5=superior, 4=very good, 3=average, 2=needs improvement, 1-poor, 0=not evident**

- |  |             |
|--|-------------|
| 1. My clinical teacher made me feel welcome  | 5 4 3 2 1 0 |
| 2. My clinical teacher treated me fairly and objectively   | 5 4 3 2 1 0 |
| 3. My clinical teacher clearly communicated expectations to me   | 5 4 3 2 1 0 |
| 4. My clinical teacher had realistic expectations of my internship   | 5 4 3 2 1 0 |
| 5. My clinical teacher conferenced with me on at least a weekly basis  | 5 4 3 2 1 0 |
| 6. My clinical teacher gave me constructive feedback.  | 5 4 3 2 1 0 |
| 7. My clinical teacher assisted me in identifying/securing appropriate<br>teaching material and/or supplies. | 5 4 3 2 1 0 |
| 8. Overall I would give my internship experience a rating of . . .   | 5 4 3 2 1 0 |

Comments: (weaknesses and strengths) of the clinical teacher

---

Name

---

Date

**Appendix M**

# Student Evaluation of the Education Program

Evaluation Criteria and Performance Indicators according to Virginia Department of Education *Suggested Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, Virginia Board of Education, adopted January 6, 2000

The purpose of this instrument is to improve the Teacher Preparation Program in the Conservatory. We can accomplish this improvement only if we see our program as our students see it. It would be helpful if student teachers would respond in terms of his/her perceptions of the courses taken in the Musc Education Program by completing this evaluation form at the conclusion of the student teaching experience.

Please evaluate each of the following in terms of meaningfulness and helpfulness as related to your student experience by circling the appropriate response on the following scale:

**5=superior, 4=very good, 3=average, 2-needs improvement, 1=poor, 0-not evident**

## Part One – Faculty Contributions (student perceptions of faculty performance)

- |  |             |
|--|-------------|
| 1. The faculty members set high expectations for the students to learn.                | 5 4 3 2 1 0 |
| 2. The faculty respect diverse talents.  | 5 4 3 2 1 0 |
| 3. The faculty respect diverse styles of learning.                                     | 5 4 3 2 1 0 |
| 4. The faculty encourage student-faculty interaction in and out of the classroom.      | 5 4 3 2 1 0 |
| 5. The faculty provide prompt feedback.  | 5 4 3 2 1 0 |
| 6. The faculty encourage students to devote sufficient time and energy to coursework.  | 5 4 3 2 1 0 |
| 7. The faculty encourage collaborations with other students in completing assignments. | 5 4 3 2 1 0 |
| 8. The faculty care about the students' overall academic success.                      | 5 4 3 2 1 0 |
| 9. On balance, how would you evaluate the faculty on these eight measures?             | 5 4 3 2 1 0 |

**Comments:**

## Part Two – Assistance Outside of the Classroom (advising, availability, etc.)

Please evaluate each of the following in terms of meaningfulness and helpfulness as related to your student experience by circling the appropriate response on the following scale:

**5=very satisfied, 4=moderately satisfied, 3=neutral, 2=moderately dissatisfied, 1=very dissatisfied, 0=didn't know or did not use**

1. Orientation for new students	5 4 3 2 1 0
2. Academic advising	5 4 3 2 1 0
3. Access to advisor	5 4 3 2 1 0
4. Sufficient time with advisor	5 4 3 2 1 0
5. Accurate information about advising	5 4 3 2 1 0
6. Availability to discuss advising issues outside of class.	5 4 3 2 1 0

**Comments:**

### **Part Three – Program Evaluation**

Please evaluate each of the following in terms of meaningfulness and helpfulness as related to your student experience by circling the appropriate response on the following scale:

**4=very meaning and/or helpful, 3=meaningful and/or helpful, 2=questionable as to meaningfulness and/or helpfulness, 1=not meaningful and/or helpful, 0=not applicable**

MUED 133/134 Introduction to Music Education I and II	4 3 2 1 0
MUED 324 Marching Band Techniques	4 3 2 1 0
MUED 321 Pre-School and Elementary Choral/General Methods	4 3 2 1 0
MUED 322 Middle School Choral/General Music Methods	4 3 2 1 0
MUED 323 High School Choral/General Music Methods	4 3 2 1 0
MUED 325 Show Choir Methods	4 3 2 1 0
MUED 327 Music Theatre Workshop	4 3 2 1 0
MUED 329 Instrumental Music Methods I	4 3 2 1 0
MUED 330 Instrumental Music Methods II	4 3 2 1 0
MUED 333 Field Experience I	4 3 2 1 0
MUED 334 Field Experience II	4 3 2 1 0
MUED 335 Field Experience III	4 3 2 1 0
MUED 421 Directed Teaching in Elementary Music	4 3 2 1 0
MUED 422 Directed Teaching in Secondary Music	4 3 2 1 0
PSY 101 General Psychology	4 3 2 1 0
PSY 220 Human Growth and Development	4 3 2 1 0
MUPP 259 Introduction to Education Technology in Music	4 3 2 1 0

**Please evaluate each of the following by circling the appropriate response on the following scale:**

**5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree**

In the field of education I feel as well prepared as the majority of individuals nationwide who have completed a similar program during the past year. 5 4 3 2 1

I believe I am well prepared for my first position. 5 4 3 2 1

**Comments:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

Circle One of the Following:

Instrumental

Choral

Dual