MUS - 195/196 Course Syllabus
Student Teaching - Elementary/Secondary
Dr. R. Tad Greig, Ed Groves,
Spring Semester

I. Pre-Requisite: All students must have completed all coursework in the Music Education curriculum, Passed the piano proficiency, successfully completed all necessary areas of the Praxis Teachers Exam

II. Course Requirements
1. Experience: Upon learning of their assignment, students should contact the cooperating teachers and set up times for observation/interaction the semester prior to student teaching.
2. Schedule: Students will begin with their cooperating teachers on the first day of Westminster classes. From this point they will teach the entire first semester through reading day. They will follow the cooperating school’s schedule including teaching through spring break. One exemption will be given for student teachers to attend the Pittsburgh Job Fair (usually held in early April). Students will meet with their supervisors one time per week for practicum (day and time to be set per semester). You are on your Cooperating School District’s Schedule for the semester and Not Westminster’s.
3. Assignments: Student teachers are responsible for completing lesson plans for both the cooperating teacher and the supervisor. Student Teachers are also responsible for and encouraged to participate in extra-curricular activities which pertain to the cooperating school (in-service days, after-school rehearsals, etc). Regarding literacy, student teachers will be required to make sure that students understand appropriate terminology (musical descriptors) regardless of various languages in the performance classroom. Additionally, students will evaluate classroom learning of appropriate vocabulary as it pertains to the general music classroom. This involves; student interaction through reading and student teacher evaluation through oral and written testing.
**Students are accountable for transportation to and from the student teaching experience. A lack of consistent travel equates to not meeting the requirements of the student teaching experience and may result in a lowered grade or removal from the student teaching experience.

III. Grading: Supervisors evaluation 70%, Cooperating Teachers evaluation 30% Cooperating teachers will complete both weekly and long term evaluations for each student teacher. Cooperating teachers will complete six observations, completing evaluations for each.

IV. Outcomes – As this is the final step prior to certification, student teachers will be expected to execute the plans of the cooperating teacher(s), prepare and execute daily as well as unit lesson plans, handle responsibilities assigned by cooperating teachers, be proactive in the teaching/correction of students in varied areas of instruction.

Certification: Student teachers will complete the application for their teaching certificate in April and submit it to the Education Department on campus. This will be submitted upon the achievement of a passing grade in student teaching. All Praxis and Pearson exams MUST be completed prior to starting the student teaching experience. For those with Pearson exemptions due to high scores on
SAT or ACT, these scores must be submitted to Dr. Greig to receive the exemption.

**Attendance:** If a student teacher is ill or misses a day of teaching, other than for an event sanctioned by and pertaining to the cooperating school, they must call both the cooperating teacher(s) and music education supervisor. Days missed will be made up by teaching additional days at the end of the student teaching assignment.

**Practicum** – Every Wednesday from 400 - 4:50

**Synthesis/Transfer** As this is your final step before graduation and entrance into the teaching profession, you will be drawing upon all of your past coursework. Much like the Philosophy behind each degree Capstone, for the Music Education major, this is it. Utilize the learning, resources and texts that you have accumulated over these past four years to be a dynamic presence in the classroom.

V. **Academic Integrity** – This policy is readily available in the First year guide (pg. 159) as well as the Student Handbook (pg. 22) and on the Westminster College website. You should become acquainted with this policy.

VI. **Students with Disabilities** - Westminster College is committed to providing services and support for students with physical, psychological, visual, hearing or learning disabilities as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. All students who seek accommodations for diagnosed disabilities should contact the director of the Office of Disability Resources for further information.

Assessment Model:

**Student Teacher Assessment Rubric**

Please comment on the candidate’s strengths and weaknesses in the following areas. There will be a minimum of six observations during the student teacher’s experience. Each category has a ranking of 5 – 1 (strongest to weakest). See page 2 for definitions)

**Cooperating Teacher –**

**Student Teacher -**

Observation/Class -

5 = Exemplary, 4 = Highly Effective 3 = Effective 2 = Proficient 1= Needs Improvement

Musicianship /5
(Skills, conceptual understandings, musicality)
Comments

Classroom Atmosphere /5
(Creates a positive atmosphere, keeps students on task, allows for individual differences, etc…)
Comments

Professionalism /5
(Visual and verbal presentation, punctuality, dependability, responsibility, commitment)
Comments
Planning and Instruction /5
(Objectives, sensitivity, methodology, variety, pacing, explanations, varied media use)

Evaluation Skills /5
(Hears and corrects errors, encourages evaluation (self-students), variety of evaluative measures) Comments

Additional Comments – (Please feel free to use the back of this form)

Signature Cooperating Teacher/ Adviser

Teacher Evaluation Rubric categories and definitions

Rationale and suggestions for implementation
These rubrics are organized around five necessary skill sets, covering all aspects of a student teacher’s job performance:
The rubrics use five categories to assess the necessary skills to be demonstrated by the student teacher and their level of performance in each.

Ratings for attainment of each assessment level are defined as:

5 = Exemplary
   The student teacher functions in a manner consistent with a first-year professional educator (demeanor, content knowledge, teaching effectiveness etc.). This rating will be reserved for only the most exceptional teaching.

4 = Highly Effective
   Describes solid, expected professional performance; planning, performance (teaching, playing, conducting), modeling, engagement.

3 = Effective
   Student demonstrates high skill sets in specific, but not all areas, ex. Content and planning are very strong, engagement, pacing need improvement

2 = Proficient – Meets the basic requirements, but is in need of additional feedback from both cooperating teacher as well as student teacher adviser. Achieving at this level should prompt immediate dialogue for correction and improvement. Possible additional visitations planned and unplanned with the student teacher

1 = Needs Improvement
   Does not meet the performance skill set necessary to be an educator. This should prompt immediate dialogue with cooperating teacher and student teaching adviser, a clear definition of what improvements are necessary and a timeline for observation of improvement. Student teacher may be removed if there is not immediate action to correct specified areas for improvement.

Student teachers will receive 6 planned and scheduled observations over the course of their experience. Additional observations, both planned with the student teacher and without the knowledge of the student teacher, will occur if there are observed shortcomings (2 or 1 ratings). The cooperating teacher may directly contact the student teaching supervisor for any special circumstances.