

University of Wyoming Department of Music

Student Teaching Handbook

Music K-12

UW Department of Music

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Part I:

UW Music Education Policies for Student Teaching

Student Teaching Overview

Student teaching is defined as a full time, school-based experience that is supervised by both a certified Mentor Teacher and a University Supervisor. The primary objective of student teaching is to provide the opportunity for acquisition and demonstration of instructional competence by beginning professional educators. The student teaching experience has been carefully designed to be as realistic and intensive as actual teaching. This involves placing Student Teachers in schools with carefully selected and qualified Mentor Teachers. The Student Teacher's ability to assume full class responsibilities rest upon the mutual agreement of the Student Teacher, the Mentor Teacher, and the University Supervisor.

The primary role of these members is to work as a team through constant communication to support, enhance, and prepare the Student Teacher to become a reflective professional. Each member has a conceptual understanding of their respective roles that will influence the actions and events during the student teaching semester. Likewise, each member has expectations for the other members. Through attendance at an initial Mentor Meeting the semester prior to student teaching, each member can share with the others such expectations to ensure Student Teacher success.

Undergraduate Learning Outcomes for UW Music Education

Graduates of the UW Department of Music will develop skills, concepts, and sensitivities essential to the professional life of a musician. (NASM Handbook, p. 85)

- Students will demonstrate skill as solo and ensemble performers who can work as professional educators.
- Students will demonstrate specific knowledge in music theory, music history, and instrumental and vocal pedagogy to provide a basis for a professional career as a music educator.
- Students will demonstrate the ability to think, speak, and write clearly and effectively about the art of music.
- Students will demonstrate the pedagogical background and teaching experience to function as effective K-12 music educators.

Wyoming Music Teacher Standards

Standard 1: Content/Discipline Skills and Knowledge

The student teacher understands the central concepts of music and music education, the tools/skills of teaching music (singing, playing instruments, conducting, composing, administering a music program at the elementary or secondary level, etc.), the structure and history of the music, connections between music and other disciplines, and the importance of presenting multiple perspectives and representations within music. The student teacher uses these understandings to create learning experiences for students that make these aspects of the music meaningful to students.

Standard 2: Developmental Theories

The student teacher has knowledge of human cognitive, social, physical, emotional and moral development and understands how these factors influence learning. The student teacher understands the importance of teacher observation of students to gauge developmental abilities, and sees development as both a socio-cultural and biological phenomenon. Although the student teacher understands the limitations of developmental theories, he or she is capable of forming a developmentally responsive pedagogy.

Standard 3: Diverse Learners/Differentiated Instruction

The student teacher understands that schools are comprised of diverse learners who differ in their approaches to learning and that there are multiple theoretical models for understanding and addressing students' differences. He or she plans instruction with the assumptions that all students can learn and employs instructional methods in ways that connect learning with the students' diverse experiences and needs. The student teacher cultivates a mutually respectful learning community that values all students.

Standard 4: Instructional Strategies

The student teacher understands, employs, evaluates, and adjusts a variety of instructional strategies using a wide range of instructional materials and technology in order to achieve learning goals for all students. The student teacher understands and applies multiple instructional strategies, learning theories, and cognitive processes associated with types of learning.

Standard 5: Learning Environments

The student teacher is competent in fostering a positive classroom environment. This competence includes classroom management skills that are reflective of the needs and practices of diverse students, intervention strategies, motivational techniques, and monitoring and documenting student behavior. He or she critically reflects on personal history, beliefs, values, biases in relation to and as an agent of change within school and society. The student teacher works to foster social interaction, active engagement, and collaboration. The student teacher uses knowledge of the historical, social, and political roles of schooling in the U.S. to ensure equity for all children, especially given the relationship between schooling and the reproduction/mitigation of inequalities in the broader society. The student teacher supports students to become critical participants in a democratic society grounded in principles of social justice, especially in the development of mutual respect, support, and critical inquiry in the classroom.

Standard 6: Communication Techniques

The student teacher understands effective communications strategies and the role of language in learning; models effective communication (including writing, speaking, and listening) using a variety of communications tools; and demonstrates sensitivity to economic, cultural, and gender differences in communication. She or he uses effective questioning and other discourse strategies that promote learner understanding and encourage convergent and divergent thinking. The student teacher uses, and facilitates the use of a variety of media communications tools and technology to enrich learning opportunities.

Standard 7: Planning

The student teacher can select and create appropriate learning experiences based upon principles of effective instruction, both as an individual and team member. The student teacher considers the following factors when planning for short and long-term learning: individual nature of the student; national, state, and district standards; curriculum goals; subject matter; assessment; instructional strategies; learning theory; student development; and learning styles. He or she evaluates plans and makes systematic adjustments as needed to address needs of the class and individual needs of diverse learners. The student teacher's planning includes critically evaluating, adapting, and incorporating a variety of commercially and teacher-made materials to enhance instruction

Standard 8: Assessment

The student teacher understands, selects, constructs, and uses a variety of assessment methods and strategies such as standardized, performance-based, individual, whole group, self, peer, and teacher evaluations. The student teacher understands issues related to the accuracy of assessment results. She or he uses assessment in conjunction with students' experiences, learning behaviors, and parent reports to guide instruction, promote student growth, and for documentation. The student teacher understands tools of assessment, appropriate use of tools, relationship of instruction and assessment, and assessment issues.

Standard 9: Reflective Practitioner

The student teacher demonstrates self-assessment, individual and collective inquiry and life-long learning traits to support personal growth and professional development. The student teacher accesses resources such as literature, colleagues, observations, and/or classroom data to support her or his growth and development and that of colleagues. The student teacher recognizes his or her abilities to influence the teaching profession and collaboratively affect changes in the system by taking responsible action. The student teacher understands and uses various philosophies of music and music education to advocate for the place of music education in schools.

Standard 10: Fostering Relationships

The student teacher fosters relationships with school colleagues, parents, and others in the larger community. The student teacher cares about all students' well-being; as a result the student teacher understands and implements relevant laws and consults regularly and in respectful, productive ways with all stakeholders. He or she understands and appreciates that factors outside school influence students' lives and learning and is an advocate for students.

Standard 11: Professional and Ethical Behavior

The student teacher understands and models the behaviors of a professional educator. The student teacher understands, abides by, and enforces school policies and procedures. He or she is honest and ethical with students, school staff, parents and vendors.

Grading Standards

Student teaching is graded S/U. The student teacher must complete all outcomes listed on the **Student Teaching Summary Evaluation** (midterm and final) with a P (proficient) or D (distinguished) rating and *no more than three B (basic) ratings* for successful completion of the Final Residency Evaluation. Final grades are posted by the Coordinator of Music Education.

Attendance

- Student Teachers are expected to report when the public school session begins after winter break. It is the Student Teacher's responsibility to arrive based on the district's expectation, and they should check with Mentor Teachers well in advance to determine what the date is for the district to which they are assigned. If there are in-service or other professional activities planned before classes convene, Student Teachers are expected to participate in those activities with their Mentor Teachers.
- Assuming Student Teachers have met the attendance requirements for their assignment, the last day of student teaching for spring semester is the Friday before UW finals week in May.
- Student Teachers observe the school district calendar, not the UW calendar.
- Daily, on-time attendance is expected during residency except during illness or an emergency. It is an expectation that lesson plans are available in case of illness.
- All absences must be reported to the University Supervisor as soon as possible. University regulations govern student absences during the Student Teaching semester.
- When an absence occurs, Student Teachers must send lesson plans and accompanying materials to the school/Mentor Teacher prior to the start of the school day, just as if they were the teacher of record for that classroom preparing for a substitute.
- Student Teachers are allowed up to four (4) sick days during residency. Any days beyond that must be made up at the end of the semester according to the timeframe set by the Mentor Teacher and the University Supervisor. Any requests for use of a sick day that is not illness-related must be approved in advance by the Music Education Coordinator in consultation with the Mentor Teacher.
- Attendance at the WMEA Conference and Job Fairs are considered part of the experience. Student Teachers are not required to make up those days. Student Teachers are also allowed absence for job interviews, and these should be scheduled so as not to negatively impact student teaching. Student teachers should consider that their absence will affect the Mentor Teacher and the students. (Visit www.uwyo.edu/cacs/career-services/career-events.html for job fair dates.)
- Attendance at national professional conferences (ASTA, ACDA, NAFME, etc.) is to be determined by the Mentor Teachers and communicated to the Music Education Coordinator. If students from the placement site are present, the attendance is considered excused. If no students are present, the attendee will complete additional days at the end of the placement to compensate for missed days.

University Supervisor Roles and Responsibilities

- Coordinate between the Department of Music and the placement school in all matters that involve the UW Student Teacher and the assigned Mentor Teacher.
- In the Partner School settings, collaborate with the Partner School Facilitator to assure communication across all personnel involved in the mentoring partnership.
- Clarify expectations for the roles of the student teacher, mentor teacher, and principal.
- Observe the Student Teacher at least twice in an 8-week residency. A minimum of one observation will take place live/in-person, but both in-person is preferred. Virtual observations are allowed when weather or unavoidable scheduling conflicts occur. Phone conversations may also be appropriate, but are not a substitute for a formal observation.
- Create a log of brief written summaries of these observations and conferences with the Student Teacher and/or the Mentor Teacher.
- Review the video lessons and lesson plans.
- Maintain communication throughout the semester between the Student Teacher, the Mentor Teacher, and the Department of Music.
- Assist the Student Teacher in improving skills in any area(s) identified.
- Complete (along with the Mentor Teacher and Music Education Coordinator) a **Professional Growth Plan** in cases where major concerns are identified.
- Answer questions or make referrals in a timely fashion.
- Visit as soon as possible if an emergency arises.
- Review the midterm evaluation, final evaluation, and exit interview when received.
- Evaluate the professional portfolio.
- With help from and communication with the Music Education Coordinator, assign a grade for MUSC 4700 (Elementary Student Teaching) and MUSC 4710 (Secondary Student Teaching). The Music Education Coordinator records the final grade and conducts exit interviews.

Professional Growth Plan

While it is expected that Student Teachers will struggle from time to time, occasionally there are situations that warrant particular concern on the part of the Mentor Teacher and/or University Supervisor. When the Mentor Teacher and University Supervisor are unable to find strategies to lead the Student teacher to success, the Music Education Coordinator is contacted and a **Professional Growth Plan** is put into place.

- The professional Growth Plan is only created/implemented in cases of extreme concern, when all other interventions have failed.
- A Professional Growth Team (Mentor Teacher, University Supervisor, Music Education Coordinator, etc.) meets to determine the conditions for success.
- Specific steps are outlined and are strictly monitored for successful completion.
- The Plan can serve as a means for remediation as necessary.

Substituting and Other Employment

School District Employment Status during Residency

“The student of teaching, during his field experience, is an employee of the district, for the purpose of workman’s compensation and liability insurance as provided for other district employees.” (The Education Laws of Wyoming Annotated, 2005, Chapter 21-21-104, p. 607).

The following policy statement is intended to maximize focus on the educational aspects of the student teaching semester. Additionally, it serves to clarify the criteria and process for the consideration of requests related to opportunities that result in monetary gain paid by a district to a candidate during the residency semester. Student Teachers, School Administrators, Mentor Teachers, and Department of Music personnel are expected to abide by these policies.

Substitute Teaching

There may be occasions when a Mentor Teacher is absent and the Student Teacher may be asked to assume responsibility for the Mentor Teacher's classroom. Student Teachers may be considered for substitute teaching under these conditions:

- Another faculty member (or building administrator) with close physical proximity to the candidate's classroom assumes supervision of the student teacher.
- The Student Teacher has a valid Wyoming substitute permit.
- The Mentor Teacher recommends the Student Teacher for the substitute responsibility.
- The substitute assignment is in the Student Teacher's assigned classroom.
- The maximum number of days allowed during one semester is five (5) without seeking written permission for an extended term (see below).
- The Student Teacher has the prerogative to decline the substitute opportunity.

It is the responsibility of the student teacher to notify the University Supervisor immediately when they accept a substitute assignment, regardless of the length of that assignment.

Extended Substitute Teaching

Request for an extended term as a substitute under extraordinary circumstances:

- If emergency circumstances arise and there is no qualified substitute available in the district, the district may apply for an extension beyond the allowable five days under this additional policy
- The building principal must submit a written request for approval to the Music Education Coordinator in the Department of Music—Dr. Crystal Sieger. The request must include: (a) the anticipated term of the requested extension, (b) statement of who will assume supervision of the candidate and how often that supervision will occur, (c) the candidate signature that he/she agrees that they are comfortable with the revised supervision plan, (d) acknowledgement that the substitute supervisor is responsible for completing all UW evaluation and observation responsibilities in lieu of the mentor teacher until he/she returns, and (e) signature of the building principal verifying district approval of the request.
- Such requests should be submitted as much in advance as possible. All requests are subject to review for approval through the UW Music Education Coordinator. The Music Education Coordinator will notify (in writing) the principal, the candidate, relevant district placement personnel, and the UW Music Supervisor of the approval or denial of the request.
- *The maximum number of days that will be approved under any condition for any candidate in one semester is 10 total, consecutive or not consecutive. If a candidate is working in two 8-week Residency experiences, the maximum number of days allowed in any 8-week experience is five.* Requests for substituting in content areas or preparation levels different from the Residency assignment will not be approved (e.g., Music student teacher substituting in Biology).

Coaching, Other Employment and Activities

The Student Teacher is expected to devote total focus and responsibility to teaching during the student teaching semester. ***This means Student Teachers are not permitted to enroll, participate, or perform in college classes, ensembles, or university-related activities in any way.*** Additionally, Student Teachers are strongly discouraged from participating in extracurricular activities including employment that interfere with successful completion of student teaching. Doing so may result in removal from student teaching placement.

That said, there may be occasions when candidates are asked to engage in school-related activities that might constitute employment for a district employee (e.g., coaching, club sponsorship, pit work, etc.). The keys to determining appropriate employment are:

- Does the experience directly relate to the student teaching assignment and level?
- The experience may not involve any time out of the school day and/or consistent obligation that would interfere with the next day's classroom preparation.

- The experience may not involve a designated title and/or contract that would put a Student Teacher in conflict between working for the district and the student teaching expectations. (This is also a legal issue.)
- May not involve sole responsibility for the students with whom the student teacher is working.
- A designated faculty supervisor must be in the vicinity at all times. Overall, we expect the Student Teacher to be prepared to participate in such school activities as a *volunteer*. No Student Teacher may be engaged in any paid opportunities without specific request from the district and written approval from the Music Education Coordinator.

Wyoming Teacher Certification

Wyoming teacher certification is done through the Professional Teaching Standards Board (PTSB) in Cheyenne. Students who graduate with a Music Education major are NOT automatically certified. *It is your responsibility to apply for Wyoming certification and submit the proper form to the Teacher Preparation and Advising Office (TPAO) for Institutional Recommendation and signature.*

If you choose to teach in another state, an institutional recommendation verifying that you have completed an approved program at the University of Wyoming is required. (Each state has its own form that you would submit to the TPAO.) The Wyoming PTSB includes representatives from the university and community colleges in the state, as well as teachers representing different teaching areas. All program requirements and experiences are aligned with current PTSB standards to assure eligibility for Wyoming certification upon successful completion of our teacher preparation programs.

Reciprocity

Wyoming participates in reciprocity with all states. However, reciprocity does not mean transfer of license. Applicants must meet additional requirements for Wyoming licensure. You can view more information on Reciprocity and see the NASDTEC Interstate Agreement on Reciprocity at:
<http://ptsb.state.wy.us/Licensure/OutOfStateCountry/NASDTECInterstateAgreementonReciprocity/tabid/125/Default.aspx>

We strongly recommend that you save all documentation throughout your teaching career from initial teaching certification to any endorsements you earn. This paperwork can be critical later if you are seeking licensure in other states or have let your license lapse in order to prove when you earned a specific certification and from what institution.

Praxis

The Praxis Exam is NOT currently required for Music Teacher Certification in Wyoming. Some states do require a version of Praxis. Information: University Testing Center utc@uwyo.edu or <http://www.uwyo.edu/utc>; the WY PTSB (800-675-6893), <http://ptsb.state.wy.us>

T-PAC/EdTPA

These examinations are not required for music Student Teachers at this time.

Institutional Recommendation (IR)

The UW Office of Teacher Education in McWinnie 100 will provide the Institutional Recommendation for Wyoming Certification once you have completed your student teaching and your transcript documents degree completion. They can be reached at 307-766-2230. This office is also the authority to provide the Institutional Recommendation for any other state teaching certification or licensure for the rest of your career, because it is where you completed your approved teacher education program.

The IR form is a part of the initial certification application that can be found on the PTSB website ptsb.state.wy.us/Licensure/BecomingLicensed/InstitutionalRecommendation/tabid/155/Default.aspx

Complete the personal information section and send the IR form to Dr. Sieger.

The Teacher Preparation and Advising Office (TPAO), housed in the College of Education, will complete the IR form and mail it back to you. Once you have the IR with official signature and seal from the TPAO, you must submit the IR, official transcripts, and certification fee to the PTSB (see address in the application) to complete the certification request.

Keep copies of licensing papers including IR and also your teacher certification issued in each state in which you obtain it. If you let a license lapse, you may be subject to new rules of the state licensing agency, and it is critical that you be able to prove you were licensed and in what content area (and where you earned initial certification and where you earned endorsements).

PTSB Professional Conduct Guide

The mission of the Professional Teaching Standards Board (PTSB) is to ensure that every student is served by competent, ethical educators who meet rigorous performance standards. <http://ptsb.state.wy.us>

The following examples of appropriate professional conduct are presented by the Professional Teaching Standards Board in support of Wyoming educators' commitment to ensuring safe, healthy environments for students. The Professional Teaching Standards Board strongly recommends that all school staff become knowledgeable of their local district's policies regarding professional conduct. **Support a school culture of professionalism** by helping to create a culture of intolerance for unprofessional behavior. Ignoring unprofessional conduct sends the message that such behavior is acceptable.

Healthy Boundaries

All students have the right to be safe emotionally, physically, and intellectually. More than ever, kids need healthy, clearly-defined relationships with adults. Educators are mentors; and as such, have the responsibility to model, teach, encourage, and support positive, healthy human relationships.

- **Maintain a professional relationship with students inside and outside of school property.**
 - Going to parties or socializing with students is inappropriate.
 - Assigning or requesting students to do errands to meet personal needs is inappropriate.
 - Inviting students to your home, especially when no one else is present, is inappropriate.
 - A pattern of writing passes, making excuses, or rides home, for a particular student, or students is inappropriate.
- **Use caution in the way you touch students.**
 - Lingering massages or touches, kisses, or asking for a hug are inappropriate.
 - Do not engage in, solicit, or consummate any inappropriate written, verbal, or physical relationship **with a student.**
- If you need to **speak with a student privately**, leave your classroom door open.
- Maintain a **professional relationship** with students at extracurricular activities. Loose, inappropriate boundaries set the stage for inappropriate gender and harassment issues.
- Ensure that a **chaperone** is present and available to students during off-campus school sponsored activities. It is recommended that there is a male chaperone for male students and a female chaperone for female students.
- **Remind** students of the **limits of your relationship as an educator.**
 - Affirm the helping nature of your relationship with students.
 - Assist students to obtain the additional supports they may need; counseling, medical interventions, etc.
 - As an educator you are a role model, not their friend, not their confidante, or surrogate parent.
- **Model appropriate language** for students. The use of profanity, vulgarity, put downs, sarcasm, or name calling is inappropriate at all times in the presence of students.
 - Student-educator communications should be open and **void of any "hidden messages."**

- **Dress professionally** – regardless of current trends. Dress in a manner in which you can be actively involved in student learning and activities.
 - Clothing with vulgar statements, sexual innuendos, discriminatory put downs, or that promote the use of illegal and unauthorized drugs or alcohol should not be worn at school.
- Students need to be **supervised** at all times while in your classroom.
- Do not use, possess, be under the influence of, or encourage the use of **alcohol, illegal drugs, or the unauthorized use of drugs** while on school property or at a school sponsored activity involving students.
 - Do not encourage the use of or supply any illegal or unauthorized drug to students.

Technology

- **Do not use your personal phone to text or call students.** If required to use – or recommended to use – by your school, request that the school issue you a phone specifically to use with students.
- **Email students via your school sponsored web site, computer, or email.** Do not use your personal email account. Consider all emails public.
- **School computers are to be used for school purposes at all times –whether used at school or away from school.**
 - Do not download sexually explicit or any inappropriate or questionable material on school computers.
- **Facebook and similar social media:** *If you don't want the Superintendent reading it aloud to you in a meeting, don't post it.*
 - Be aware, once you post something it is there forever. You may take it off – but information you want deleted may already be out on the internet – without any future control by you.
 - Set up your site as private. (Understand that “privacy” on the internet is an oxymoron.)
 - When adding photos select the option “do not share photos”.
 - Delete any off-color comments made by friends.
 - Do not “tag” your photos with your name or the names of others. Tagging photos means listing the people in the photos by name, either partial or full. “Tagged” photos automatically link to others’ sites.
 - Keep blogging work friendly. Do not use names of co-workers, bosses, or students in a rant about a bad day at school.
 - Do not allow students into your site.
 - Do not give out personal information.
- **Movies, TV programs,** internet sites, reading material, etc. used at school by you for students need to comply with school district policy.

Professional Educator

- **Maintain confidentiality.**
 - Grades, test scores, reports from related services personnel (school psychologist’s reports, nurse, etc) and information from community agencies (Department of Family Services, police department, etc), and sensitive information shared by family members to you are confidential.
 - Disclosure of information to persons who do not have both a right and a need to know is a violation of the law.
- **Respect differences;** plan for inclusive groupings for instruction and other school activities.
 - Assign leadership roles equitably.
 - Be careful not to group on the basis of race, gender, family, social, or cultural background, national origin, political or religious beliefs, or disability.
 - Actively participate in and comply with Individual Educational Programs (IEP) and 504 plans.
 - Students should not be labeled based on race, gender, sexual orientation, family, social, or cultural background, national origin, political or religious beliefs, or disability. Do not undermine a student’s beliefs by criticizing, making fun of, or “subtle” sarcasm.
- **Adhere to federal and state laws, professional licensure requirements, and local school policies.**

- **Recommend for employment only those educational professionals who have demonstrated professional and ethical behavior.**
- **Act with honesty and integrity in administering standardized tests.**
 - Follow the directions for administering the test explicitly.
 - Do not read sections that students are required to read independently.
 - Do not lead a student to the correct answer.
 - Do not falsify answers or copy and teach to specific test items on the test.
 - Do not edit or change any student answers or results.
- **Conduct financial business with integrity and by honestly accounting for all funds committed to the educator's charge and collect and report funds consistent with the school and district policy.**
- **Comply with inquiries regarding investigations and hearings initiated by the Professional Teaching Standards Board.**
- **Provide truthful information** on all documents and applications for licensure.

Part II

The Mentor Teacher Handbook

The Student Teaching Experience

- The Student Teaching Residency is the single most valuable experience for future teachers.
- Student Teaching should be a positive educational experience for the UW student, the mentor, and the K-12 students.
- The Student Teacher will gradually take on more teaching responsibility as the semester progresses. Teaching is a complex profession, and the Student Teacher will work closely with the mentor to experience all facets of what it means to be a professional music educator.
- Student Teaching is a full-time job and Student Teachers are expected to participate in before or after school activities that mentor teachers have as part of their regular duties (e.g., staff meetings, parent conferences, professional development workshops, concerts, programs, etc.).
- Student Teachers prepare for this final semester of by planning to focus 100% of their time and effort on the Student Teaching experience.
- Student Teachers are guests of the school district. If the placement is not successful, the student may receive a grade of Unsatisfactory. Student teachers may also be removed from a placement before the end of the experience if there are serious issues or deficiencies in behavior or competence. This will result in a grade of Unsatisfactory. The student teacher will have to complete remedial work before being allowed to student teach again.

Calendar

The elementary and secondary mentors should decide where the student teacher will begin the semester. Make each residency be approximately the same length. Dates are subject to the individual school district calendars.

First Placement: Fall

- Start when teachers report in August in your school district
- Midterm due: Approx. Mid-September
- Final due: Approx. Mid-October

Second Placement: Fall

- Beginning of new placement, approximately Mid-October
- Midterm due: Approx. Mid-November
- Final due: Approx. Mid-December
- Last Day of Student Teaching is approximately Mid-December (after 16 weeks, with considerations for Thanksgiving break)

First Placement: Spring

- Start when teachers resume in January in your school district
- Midterm due: Approx. January-end
- Final due: Approx. February-end

Second Placement: Spring

- Beginning of new placement, approximately start-of-March
- Midterm due: Approx. March-end
- Final due: Approx. April-end
- Last day of Student Teacher is approximately start-of-May (after 16 weeks, with considerations for Spring Break)

16-Week Placements

- Midterms for both placements are due approx. Mid-October for fall
- Finals for both placements are due approx. Mid-December for fall

- Midterms for both placements are due approx. February-end for spring
- Finals for both placements are due approx. April-end for spring

The last day of Residency may be adjusted depending on your start date of the semester and/or an unusual number of absences or in-service days.

- Any deviations from this schedule must be reviewed and approved in advance by the Music Education Coordinator in the UW Department of Music (Dr. Crystal Sieger).
- Student Teachers are on the School District Calendar and take District breaks and vacation days.

Music Department Supervisor Visits

- In-person visits around Weeks 4 and 8 (and 12 and 16 for 16-week placements)
- Video or additional visits scheduled as needed.
- Visits are scheduled in consultation with the Mentor Teacher and Student Teacher.

Arc of the Student Teaching Experience

- The Student Teacher spends a brief time observing, and is quickly involved in planning and teaching parts of classes/ensembles.
- The Student Teacher gradually takes over all of the planning and teaching of all or most of the classes/ensembles.
- The Mentor Teacher Gradually resumes responsibility for classes as student teaching ends.

Phase-in/Phase-out Process

How the mentor teacher chooses to engage the student teacher will depend on several factors, including the abilities of the student teacher and the kinds of music classes to be shared. While the mentor teacher's judgment is valued in this regard, the following guidelines are in place to assist in the process for an 8-week placement:

- *Week 1:* Orientation period where student teacher is observing and assisting in the planning process and with class activities. By the end of the week, the student teacher assumes partial responsibility for portions of instruction.
- *Week 2:* Student teacher gradually takes on more responsibility. Planning should be collaborative and team-teaching opportunities should become more frequent. Mentor continues to serve as model and offer support.
- *Week 3:* Mentor should encourage the student teacher to plan longer lessons and become more independent.
- *Weeks 4-6:* As student teacher develops skills and confidence, the mentor should hand over progressively more duties, allowing for sustained independent instruction by the student teacher, who should assume primary responsibility for instruction. While student teachers should never be left completely alone for extended periods of time, mentors can be less "present" and leave student teachers alone for short periods of time. The mentor may turn over portions of or full class periods to the student teacher. The student teacher may plan for and lead rehearsals for specific concert pieces within ensembles, or the mentor may feel it more appropriate to create a blend of team- and independent-teaching experiences.
- *Week 7:* The beginning of the phase-out period. Student teachers continue to teach independently, but with gradually less frequency.
- *Week 8:* The student teacher continues to assist with aspects of teaching, but the mentor resumes primary responsibility. Mentors may provide opportunities for the student teacher to observe in other classrooms.

For a 16-week placement, Phase-in/Phase-out is similar, only extended into the length of time. It is suggested that the Student Teacher remain in team-teaching Through Week 3 or 4. Additional responsibility should occur around

Weeks 5 and 6. Maximum responsibility should occur around Week 7 through Week 14, with the final shift of responsibility back to the Mentor Teacher occurring in the last two weeks.

Mentor Teacher Roles and Responsibilities

Recent research in teacher preparation indicates that the mentor teacher has significant influence on the quality of the novice teacher and on the likelihood that the novice teacher will become a career teacher. ***One definition for “mentor” is: a wise and trusted guide and advisor; one who serves as a teacher or trusted counselor.*** The UW Department of Music deeply appreciates those teachers who give of their time and expertise to nurture the next generation of music educators. Mentor teachers provide a great service to their districts, the UW Department of Music, the State of Wyoming, and the profession.

Mentor Teacher Checklist

Prior to the student teacher’s arrival, the Mentor Teacher should:

- Attend any meetings arranged through the university music education coordinator or supervisor(s).
- Communicate with student teacher to provide preliminary information.
- Create a suitable workspace for the pre-service teacher.
- Become familiar with the relevant aspects of the university’s **Student Teacher Handbook**.
- Become familiar with the evaluation materials, including the **Student Teaching Summary Evaluation** and **Collaborative Assessment Log**.

During the student teaching experience, the Mentor Teacher should:

- Serve as a role model for the Student Teacher
- Conference with the student teacher to provide an overview of the placement and the evaluation process, and develop an 8- or 16-week plan.
- Discuss appropriate attire with the student teacher.
- Define the student teacher’s authority within the music classroom.
- Acquaint student teacher with the school, staff, teachers, and administrators, and create an atmosphere of acceptance with students.
- Acclimate the student teacher to school policies and practices, the school calendar, and important district events, and explain daily procedures and classroom rules.
- Discuss with the student teacher the needs of students with Individual Education Plans, 504 plans, and other exceptionalities.
- Guide lesson planning, instructional design, and strategy development.
- Familiarize the student teacher with the district music curriculum and program goals.
- Explain procedures for purchasing equipment and materials and other budget-related topics.
- Help to verify student teacher attendance through documentation.
- Guide the student teacher in appropriate assessment practices.
- Observe the student teacher informally (daily/weekly) and formally (midterm/final).
- Provide continuous support and feedback opportunities regarding observations through positive communication.
- Allow the student teacher to observe and participate in experiences outside the music classroom.
- Regularly review expectations and outcomes, with regard to professional music teaching standards.
- Refer to evaluation materials and make notes regarding the student teacher’s progress.
- Help the student teacher prepare for and schedule mock interviews.

At the end of the student teaching experience, the Mentor Teacher should:

- Complete the evaluation materials with the student teacher, and forward them to the University Supervisor or Music Education Coordinator.

- Collect any loaned materials and keys from the Student Teacher.
-

If Difficulties Arise

- After the Mentor Teacher and Student Teacher discuss the issues, the Student Teacher, Mentor Teacher, or Principal should contact the University Supervisor, who then informs the Music Education Coordinator.
- A **Professional Growth Plan** will be devised to address the issues.
- In the event of unresolved serious issues, the student may be removed from Student Teaching, resulting in a grade of “U” for Student Teaching.

Evaluation of the Student Teacher

If you have questions about the forms or the requirements for evaluation during student teaching, please contact Dr. Crystal Sieger.

Student Teaching Summary Evaluations (weeks 4, 8, 12, and 16)

- Student teaching is graded S/U. The mentor teacher is responsible for determining the grade in cooperation with the Music Department Supervisor. The UW Music Department Supervisor submits the grade.
- Mentor Teachers submit the signed **Student Teaching Summary Evaluation** (midterm and final) to the Music Department Supervisor.
- Evaluations are required at midterm and end of an 8-week student teaching placement (at weeks 8 and 16 for 16-week placements). Please see the calendar on page 14 of this Handbook.
- See the table on page 19 for a summary of items that the student teacher should be working on.
- *If the Mentor Teacher believes concerns are serious enough that the Student Teacher may not successfully complete the residency experience, the University Supervisor and Coordinator of Music Education must be notified immediately in order for us to have time to resolve any problems.*

Additional Course Requirements/Assignments

Student Teachers will also be responsible for the following assignments:

Collaborative Assessment Logs (daily/weekly submissions)

- **Collaborative Assessment Logs** are shared journaling instruments completed by the Mentor Teacher and Student Teacher working together, and are to be completed weekly (minimum).
- These logs show weekly progress throughout the placement, and provide opportunities for Mentors Teachers and Student Teachers to reflect on strengths and weaknesses.
- Mentor Teachers can provide documented feedback, and Student Teachers can capitalize on self-evaluative processes.
- Weekly entries are collected and shared with the University Supervisor during visits/observations.
- The logs can take on many forms, depending on the Mentor Teacher and Student Teacher preferences. Suggested formats include:
 - Weekly completion of the Collaborative Assessment Log provided, collected and later examined by the University Supervisor.
 - A shared written journal passed between Mentor Teacher and Student Teacher (such as a spiral notebook) that can be examined by the University Supervisor.
 - A shared electronic document (such as a Google Doc), with submissions later examined by the University Supervisor.

Lesson Plan Notebooks (daily submissions)

Student Teachers will complete a lesson plan for *each lesson* they teach. Each lesson plan should be standards-based (state or district) and employ the UW format or one used by the Mentor Teacher. Student Teachers will consult with Mentor Teachers on all plans. All plans are to be kept in a separate notebook to be periodically examined by the University Supervisor.

Self-Reflections of Teaching (four video-recorded observations)

- Student Teachers will be video-recorded by the University Supervisor and/or by the Coordinator of Music Education during observations (twice per placement).
- Student Teachers should coordinate with Mentor Teachers regarding permission to video students and the use of equipment, if necessary.
- Student Teachers will review each video with their Mentor Teacher and critique their teaching of the lesson noting strengths, weaknesses, and areas for improvement or revision. They will then complete a narrative self-reflection of their teaching to be submitted along with the corresponding lesson plan to the observer (University Supervisor or Coordinator of Music Ed).

Mock Interviews (one per placement)

Student Teachers will hold a mock job interview during each placement with a school administrator. If they are unable to schedule an interview, they should consult with their Mentor Teacher to find a suitable replacement.

Professional Portfolios (over the course of the semester)

Professional portfolios are used for both the job search and as part of the final evaluation. The portfolio should be compiled in a three ring binder and include the most relevant work samples.

- Required Contents
 - A one-page resume, prepared for job interviews or applications
 - The letters of reference (narrative summary) from Mentor Teacher(s) that are part of the final evaluation of student teaching
 - A current copy of the Student Teacher's UW transcript
 - Sample lesson plans collected during student teaching
- Optional Contents
 - Videos of teaching, with proper permission
 - A statement of the Student Teacher's philosophy of education
 - Photographs, with captions, from student teaching. Do not include photos or the names of students without permission
 - Letters of recommendation from individuals other than the Mentor Teacher that are testament to professional capabilities
 - Special honors/recognition for professional development activities or academic achievements
 - Memberships/offices held in professional organizations

Final Exit Interview (semester end)

Student Teachers will meet with Dr. Crystal Sieger at the end of the semester, prior to Commencement, to discuss their overall progress and the experience as a whole. They will bring all artifacts from their student teaching experience, including evaluations, reports, logs, notebooks, portfolios, and other assignments. The exact date is to be determined.

Overview of Assignments and Expectations (8-Week Placements)

Week	Due
1-3	Submissions to Collaborative Assessment Log and Lesson Plan Notebook (daily/weekly)
4	Midterm Evaluation: Student Teaching Summary Evaluation (Midterm) Self-Reflection of Teaching 1 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook
5	Schedule/Complete Mock Interview
6	Compile Items for Professional Portfolio
7	
8	Final Evaluation: Student Teaching Summary Evaluation (Final) Self-Reflection of Teaching 2 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook
Finals Week	Exit Interview with Dr. Sieger

Overview of Assignments and Expectations (16-Week Placements)

Week	Due
1-3	Submissions to Collaborative Assessment Log and Lesson Plan Notebook (daily/weekly)
4	Self-Reflection of Teaching 1 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook
5	Schedule/Complete Mock Interview 1 Compile Items for Professional Portfolio
6	
8	Midterm Evaluations: Student Teaching Summary Evaluations (Midterm) Self-Reflection of Teaching 2 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook Portfolio Reviewed
9-11	Submissions to Collaborative Assessment Log and Lesson Plan Notebook (daily/weekly)
12	Self-Reflection of Teaching 3 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook
13	Schedule/Complete Mock Interview 2 Compile Items for Professional Portfolio
14	
16	Final Evaluation: Student Teaching Summary Evaluations (Final) Self-Reflection of Teaching 4 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook Portfolio Reviewed
Finals Week	Exit Interview with Dr. Sieger

Part II

The Student Teacher Handbook

The Student Teaching Experience

- The Student Teaching Residency is the single most valuable experience for future teachers.
- Student Teaching should be a positive educational experience for the UW student, the mentor, and the K-12 students.
- The Student Teacher will gradually take on more teaching responsibility as the semester progresses. Teaching is a complex profession, and the Student Teacher will work closely with the mentor to experience all facets of what it means to be a professional music educator.
- Student Teaching is a full-time job and Student Teachers are expected to participate in before or after school activities that mentor teachers have as part of their regular duties (e.g., staff meetings, parent conferences, professional development workshops, concerts, programs, etc.).
- Student Teachers prepare for this final semester of by planning to focus 100% of their time and effort on the Student Teaching experience.
- Student Teachers are guests of the school district. If the placement is not successful, the student may receive a grade of Unsatisfactory. Student teachers may also be removed from a placement before the end of the experience if there are serious issues or deficiencies in behavior or competence. This will result in a grade of Unsatisfactory. The student teacher will have to complete remedial work before being allowed to student teach again.

Calendar

The elementary and secondary mentors should decide where the student teacher will begin the semester. Make each residency be approximately the same length. Dates are subject to the individual school district calendars.

First Placement: Fall

- Start when teachers report in August in your school district
- Midterm due: Approx. Mid-September
- Final due: Approx. Mid-October

Second Placement: Fall

- Beginning of new placement, approximately Mid-October
- Midterm due: Approx. Mid-November
- Final due: Approx. Mid-December
- Last Day of Student Teaching is approximately Mid-December (after 16 weeks, with considerations for Thanksgiving break)

First Placement: Spring

- Start when teachers resume in January in your school district
- Midterm due: Approx. January-end
- Final due: Approx. February-end

Second Placement: Spring

- Beginning of new placement, approximately start-of-March
- Midterm due: Approx. March-end
- Final due: Approx. April-end
- Last day of Student Teacher is approximately start-of-May (after 16 weeks, with considerations for Spring Break)

16-Week Placements

- Midterms for both placements are due approx. Mid-October for fall
- Finals for both placements are due approx. Mid-December for fall

- Midterms for both placements are due approx. February-end for spring
- Finals for both placements are due approx. April-end for spring

The last day of Residency may be adjusted depending on your start date of the semester and/or an unusual number of absences or in-service days.

- Any deviations from this schedule must be reviewed and approved in advance by the Music Education Coordinator in the UW Department of Music (Dr. Crystal Sieger).
- Student Teachers are on the School District Calendar and take District breaks and vacation days.

Music Department Supervisor Visits

- In-person visits around Weeks 4 and 8 (and 12 and 16 for 16-week placements)
- Video or additional visits scheduled as needed.
- Visits are scheduled in consultation with the Mentor Teacher and Student Teacher.

Student Teacher Roles and Responsibilities

- Review all sections of the *Student Teaching Handbook* (this document).
- Participate in the mandatory Student Teaching Preparation Workshop (fall semester).
- Be aware of student teaching, graduation and school district deadlines and calendars.
- Be aware of school district policies and building expectations.
- Always demonstrate professional behavior and dress when interacting in a public school setting (classroom, district office, with parents, teachers' lounge, etc.).
- Do not use your cell phone for calls or texting during class time or when you are on an assigned duty (e.g., bus, recess, lunch, etc.).
- Professional expectations are explained more specifically in the *Professional Conduct Guide* published by the Wyoming Professional Teaching Standards Board (p.35).
- Develop a close professional association with the mentor teacher; take advantage of his or her professional knowledge and experiences.
- Prepare and teach assigned lessons with proficiency. This is your opportunity to demonstrate that you are ready to be a teacher.
- Accompany the mentor teacher to faculty, grade level, department, and IEP meetings, as well as other activities in which your mentor teacher participates as part of his/her responsibility.
- Be aware of the required outcomes for successful completion of student teaching.
- Work with your mentor teacher to develop a classroom management plan congruent with his or her procedures and expectations.
- Adjust to, rather than try to change, the classroom culture supported by the mentor teacher.
- Recognize and acknowledge the mentor teacher as the ultimate authority within the classroom.
- Become familiar with the students in your classes and any special needs.
- Be aware of and sensitive to the values and expectations of the school and the community it serves.
- Model appropriate communication skills by using correct grammar and language.
- Engage in frequent self-evaluation and accept constructive criticism and suggestions that support your professional and personal growth.
- Work with your mentor teacher to become familiar with any required curricula, the faculty handbook, emergency plans, district discipline policies/procedures, and access to instructional materials.
- Maintain confidentiality regarding pupils and other school personnel. This is a professional responsibility, not a social interaction.
- Be in school every day and be there early.
- Understand that you are a guest in this school building, the district, and the community.

- Demonstrate behaviors in all settings that will make it easy for your mentor and principal to recommend you for a teaching job.

When Difficulties Arise

Respect and follow the order of organizational lines if problems or conflicts occur:

- Talk with your Mentor Teacher
- Talk with your University Supervisor

Social Media

- NEVER embarrass or diminish the dignity of any student, parent, or colleague.
- Be aware that social networks are viewed by many different people and that what you put on Facebook and other social media sites can negatively affect your professional career during student teaching or as you apply for teaching positions.
- *It is NEVER appropriate to make comments of the student teaching experience on social media.*

Professional Dress

- Consult with the Mentor Teacher regarding specific expectations for professional dress.
- Jeans and T-shirts are not permitted unless specified by the Mentor Teacher, and should not be worn during University Supervisor visits.
- For ladies, necklines must be high enough that no cleavage can be seen when bending over; skirts and dresses must be knee-length; avoid materials that “cling” inappropriately.

Student Teacher Checklist

Before leaving Campus, the Student Teacher should:

- Participate in the required Preparation Workshop with your mentor teacher
- Check WyoWeb/ for your remaining graduation requirements.
- Submit intended graduation date to the Office of the Registrar in writing.
- Review responsibilities and timelines as provided in the **Student Teaching Handbook** (this document).
- Register for Student Teaching with the instructions provided by the Music Education Coordinator.
- Create your credentials file with the UW Center for Advising and Career Services at:
<http://www.uwyo.edu/cacs/career-services/services-for-education-majors.html>
- Visit the student teaching schools before holiday break. At least a half day at each site, if possible.

Early in the placement (or before it begins), the Student Teacher should:

- Develop a tentative semester plan with the Mentor Teacher and University Supervisor.
- Review the **Collaborative Assessment Log** (to be kept weekly) with your Mentor teacher, or develop a suitable log that meets your needs.
- Develop a schedule and a process for sharing feedback/conferencing and for making notations in the Collaborative Assessment Log.
- Review the **Student Teaching Summary Evaluation** with the Mentor Teacher
- Arrange visits by the University Supervisor.

Midway through the placement, the Student Teacher should:

- Document teaching practice, or completion of outcomes (weekly) on the Collaborative Assessment Log.
- Complete and submit the required assignments as listed in the table below (page 26).
- Periodically video-record or photograph selected lessons for use in the Professional Portfolio, and for self- and collaborative-reflection purposes.
- Review the job search and certification process.

- Complete the midterm Student Teaching Summary Evaluation with your Mentor Teacher (Week 4 of each placement for 8-week placements; Week 8 for both placements during 16-week placements), and send them to your University Supervisor.
- Compile components of the Professional Portfolio to share with the University Supervisor.
- Schedule Mock Interview(s).

At the end of the placement, the Student Teacher should:

- Complete the Professional Portfolio and use for job fairs and interviews.
- Complete the Mock Interview(s).
- Read, review, and sign the Final Student Teaching Summary Evaluation.
- Return borrowed teaching materials, student work, teacher's guides, library/media materials, keys, or other property to the school district/Mentor Teacher.

During finals week, the Student teacher should:

- Meet with the Music Education Coordinator on campus to complete the Exit Interview and to review the Professional Portfolio, videos, assignments, and all evaluation materials.

Evaluation Materials and Course Requirements/Assignments

See the Table the follows for an outline of weeks components are due. Specific dates will vary, depending on your placement calendar.

Student Teaching Summary Evaluations (weeks 4, 8, 12, and 16)

- Student teaching is graded S/U. The mentor teacher is responsible for determining the grade in cooperation with the Music Department Supervisor. The UW Music Department Supervisor submits the grade.
- Mentor Teachers submit the signed **Student Teaching Summary Evaluation** (midterm and final) to the Music Department Supervisor.
- Evaluations are required at midterm and end of an 8-week student teaching placement (at weeks 8 and 16 for 16-week placements). Please see the calendar on page 21 of this Handbook.
- See the table on page 26 for a summary of items that the student teacher should be working on.
- *If the Mentor Teacher believes concerns are serious enough that the Student Teacher may not successfully complete the residency experience, the University Supervisor and Coordinator of Music Education must be notified immediately in order for us to have time to resolve any problems.*

Collaborative Assessment Logs (daily/weekly submissions)

- **Collaborative Assessment Logs** are shared journaling instruments completed by the Mentor Teacher and Student Teacher working together, and are to be completed weekly (minimum).
- These logs show weekly progress throughout the placement, and provide opportunities for Mentors Teachers and Student Teachers to reflect on strengths and weaknesses.
- Mentor Teachers can provide documented feedback, and Student Teachers can capitalize on self-evaluative processes.
- Weekly entries are collected and shared with the University Supervisor during visits/observations.
- The logs can take on many forms, depending on the Mentor Teacher and Student Teacher preferences. Suggested formats include:
 - Weekly completion of the Collaborative Assessment Log provided, collected and later examined by the University Supervisor.
 - A shared written journal passed between Mentor Teacher and Student Teacher (such as a spiral notebook) that can be examined by the University Supervisor.
 - A shared electronic document (such as a Google Doc), with submissions later examined by the University Supervisor.

Lesson Plan Notebooks (daily submissions)

Student Teachers will complete a lesson plan for *each lesson* they teach. Each lesson plan should be standards-based (state or district) and employ the UW format or one used by the Mentor Teacher. Student Teachers will consult with Mentor Teachers on all plans. All plans are to be kept in a separate notebook to be periodically examined by the University Supervisor.

Self-Reflections of Teaching (four video-recorded observations)

- Student Teachers will be video-recorded by the University Supervisor and/or by the Coordinator of Music Education during observations (twice per placement).
- Student Teachers should coordinate with Mentor Teachers regarding permission to video students and the use of equipment, if necessary.
- Student Teachers will review each video with their Mentor Teacher and critique their teaching of the lesson noting strengths, weaknesses, and areas for improvement or revision. They will then complete a narrative self-reflection of their teaching to be submitted along with the corresponding lesson plan to the observer (University Supervisor or Coordinator of Music Ed).

Mock Interviews (one per placement)

Student Teachers will hold a mock job interview during each placement with a school administrator. If they are unable to schedule an interview, they should consult with their Mentor Teacher to find a suitable replacement.

Professional Portfolios (over the course of the semester)

Professional portfolios are used for both the job search and as part of the final evaluation. The portfolio should be compiled in a three ring binder and include the most relevant work samples.

- Required Contents
 - A one-page resume, prepared for job interviews or applications
 - The letters of reference (narrative summary) from Mentor Teacher(s) that are part of the final evaluation of student teaching
 - A current copy of the Student Teacher's UW transcript
 - Sample lesson plans collected during student teaching
- Optional Contents
 - Videos of teaching, with proper permission
 - A statement of the Student Teacher's philosophy of education
 - Photographs, with captions, from student teaching. Do not include photos or the names of students without permission
 - Letters of recommendation from individuals other than the Mentor Teacher that are testament to professional capabilities
 - Special honors/recognition for professional development activities or academic achievements
 - Memberships/offices held in professional organizations

Final Exit Interview (semester end)

Student Teachers will meet with Dr. Crystal Sieger at the end of the semester, prior to Commencement, to discuss their overall progress and the experience as a whole. They will bring all artifacts from their student teaching experience, including evaluations, reports, logs, notebooks, portfolios, and other assignments. The exact date is to be determined.

Overview of Assignments and Expectations (8-Week Placements)

Week	Due
1-3	Submissions to Collaborative Assessment Log and Lesson Plan Notebook (daily/weekly)
4	Midterm Evaluation: Student Teaching Summary Evaluation (Midterm) Self-Reflection of Teaching 1 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook
5	Schedule/Complete Mock Interview
6	Compile Items for Professional Portfolio
7	
8	Final Evaluation: Student Teaching Summary Evaluation (Final) Self-Reflection of Teaching 2 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook
Finals Week	Exit Interview with Dr. Sieger

Overview of Assignments and Expectations (16-Week Placements)

Week	Due
1-3	Submissions to Collaborative Assessment Log and Lesson Plan Notebook (daily/weekly)
4	Self-Reflection of Teaching 1 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook
5	Schedule/Complete Mock Interview 1 Compile Items for Professional Portfolio
6	
8	Midterm Evaluations: Student Teaching Summary Evaluations (Midterm) Self-Reflection of Teaching 2 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook Portfolio Reviewed
9-11	Submissions to Collaborative Assessment Log and Lesson Plan Notebook (daily/weekly)
12	Self-Reflection of Teaching 3 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook
13	Schedule/Complete Mock Interview 2 Compile Items for Professional Portfolio
14	
16	Final Evaluation: Student Teaching Summary Evaluations (Final) Self-Reflection of Teaching 4 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook Portfolio Reviewed
Finals Week	Exit Interview with Dr. Sieger

Part IV

Appendices

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Student Teaching Summary Evaluation

K-12 Music: Mid-term and Final

To be completed **by the mentor teacher** in consultation with the student teacher.

- Individually review the Student Teaching Rubric form.
- Consult with the student teacher.
- For each standard, complete the Student Teaching Summary Evaluation below, including comments.
- Score **Unsatisfactory**, **Basic**, **Proficient**, or **Distinguished** for each standard.
- Tally ratings in the table at the bottom.
- Write a narrative that summarizes the progress and potential of the student teacher. The narrative for the final evaluation is often used as a letter of recommendation.
- Mentor and student teacher sign and send this form to the UW Music Supervisor.

Student Teacher Name: _____

Select one: **Elementary Placement** **Secondary Placement**

Select one: **Midterm Exam** **Final Exam**

**Use the information regarding each standard, included at the end of this document, as a guide to help you determine the appropriate rating.

Standard	Rating
1 CONTENT/DISCIPLINE SKILLS AND KNOWLEDGE	
Areas of distinction:	Areas for development:
2 DEVELOPMENTAL THEORIES	
Areas of distinction:	Areas for development:
3 DIVERSE LEARNERS/DIFFERENTIATED INSTRUCTION	
Areas of distinction:	Areas for development:

4 INSTRUCTIONAL STRATEGIES	
Areas of distinction:	Areas for development:
5 LEARNING ENVIRONMENTS	
Areas of distinction:	Areas for development:
6 COMMUNICATION TECHNIQUES	
Areas of distinction:	Areas for development:
7 PLANNING	
Areas of distinction:	Areas for development:
8 ASSESSMENT	
Areas of distinction:	Areas for development:
9 REFLECTIVE PRACTITIONER	
Areas of distinction:	Areas for development:

10 FOSTERING RELATIONSHIPS	
Areas of distinction:	Areas for development:
11 PROFESSIONAL AND ETHICAL BEHAVIOR	
Areas of distinction:	Areas for development:

Student Teacher Name: _____

Standards Summary	U	B	P	D
Standard 1: CONTENT/DISCIPLINE SKILLS AND KNOWLEDGE				
Standard 2: DEVELOPMENTAL THEORIES				
Standard 3: DIVERSE LEARNERS/DIFFERENTIATED INSTRUCTION				
Standard 4: INSTRUCTIONAL STRATEGIES				
Standard 5: LEARNING ENVIRONMENTS				
Standard 6: COMMUNICATION TECHNIQUES				
Standard 7: PLANNING				
Standard 8: ASSESSMENT				
Standard 9: REFLECTIVE PRACTITIONER				
Standard 10: FOSTERING RELATIONSHIPS				
Standard 11: PROFESSIONAL AND ETHICAL BEHAVIOR				

***PLEASE OBTAIN ALL SIGNATURES BEFORE FORWARDING THIS EVALUATION TO THE
MUSIC DEPARTMENT SUPERVISOR***

Completed by: _____ Date _____
Signature of mentor teacher

Signature of student teacher

Received by: _____ Date _____
Signature of Music Dept. Supervisor

Narrative Statement: Please write a narrative statement describing this' person's competence as a pre-professional teacher based on your observations and professional judgment. Attach an additional (or separate) page if necessary. You may use your school letterhead.

Use the Following information as a guide to complete the Student Teaching Summary Evaluation:

Standard 1: CONTENT/DISCIPLINE SKILLS AND KNOWLEDGE

The student teacher understands the central concepts of music and music education, the tools/skills of teaching music (singing, playing instruments, conducting, composing, administering a music program at the elementary or secondary level, etc.), the structure and history of the music, connections between music and other disciplines, and the importance of presenting multiple perspectives and representations within music. The student teacher uses these understandings to create learning experiences for students that make these aspects of the music meaningful to students.

Unsatisfactory	Basic	Proficient	Distinguished
The student teacher struggles with many basic musical skills. Deficiencies require extensive remediation on the part of student teacher and mentor.	The student teacher has some of the skills necessary to plan and teach effectively, but struggles. Extensive work is required of the student teacher to prepare/present lessons.	The student teacher possesses many of the skills and knowledge necessary to plan and teach music effectively. Areas of improvement have been identified and the student teacher is working toward mastery.	The student teacher clearly possesses the skills and knowledge necessary to plan and teach music effectively, with minimal guidance.

Some Suggested activities:

1. Conduct and teach music classes and ensembles.
2. Coach individual and small group activities.
3. Identify appropriate music for solo and small ensemble performances.
4. Plan for elementary and secondary concerts and programs.
5. Learn new musical material efficiently.
6. Teach lessons using a number of tools (recorder, vocal model, body percussion, piano, etc.).

Standard 2: DEVELOPMENTAL THEORIES

The student teacher has knowledge of human cognitive, social, physical, emotional and moral development and understands how these factors influence learning. The student teacher understands the importance of teacher observation of students to gauge developmental abilities, and sees development as both a socio-cultural and biological phenomenon. Although the student teacher understands the limitations of developmental theories, he or she is capable of forming a developmentally responsive pedagogy.

Unsatisfactory	Basic	Proficient	Distinguished
The student teacher struggles to assess, understand and address developmental factors in teaching and learning. Deficiencies require extensive guidance and remediation.	The student teacher has some of the skills necessary to incorporate student developmental factors into teaching, but guidance is required for effective teaching.	The student teacher is mostly able to assess and teach in a way that responds to developmental factors that influence learning.	The student teacher is clearly able to address student development in all phases of the teaching and learning process.

Some suggested activities:

1. Plan age-appropriate lessons and activities.
2. Choose music and activities that promote engagement and musical learning.
3. Articulate and reflect on developmental levels of students.

Standard 3: DIVERSE LEARNERS/DIFFERENTIATED INSTRUCTION

The student teacher understands that schools are comprised of diverse learners who differ in their approaches to learning and that there are multiple theoretical models for understanding and addressing students' differences. He or she plans instruction with the assumptions that all students can learn and employs instructional methods in ways that connect learning with the students' diverse experiences and needs. The student teacher cultivates a mutually respectful learning community that values all students.

Unsatisfactory	Basic	Proficient	Distinguished
The student teacher does not recognize the needs of students and struggles to implement differentiated instructional strategies.	The student teacher is knowledgeable about many aspects of differentiated instruction but struggles to meet the needs of all students in a class setting.	The student teacher understands the needs of students and is often able to provide differentiated instruction.	The student teacher clearly understands the needs of all students and is able to provide differentiated instruction.

Some suggested activities:

1. Participate in IEP meetings.
2. Provide remedial help to students.
3. Discuss individual student needs with the mentor teacher, guidance counselor, and other appropriate support personnel.
4. Develop a case study around a student with special needs.
5. Learn the referral process for students needing help in speech, special education, reading, math, etc.
6. Work with resource teachers in reinforcement of areas such as computer skills or library skills.
7. Be aware of all the agencies in the school district and community that provide specialized services for students.
8. Plan and teach lessons, effectively providing learning for all students.

Standard 4: INSTRUCTIONAL STRATEGIES

The student teacher understands, employs, evaluates, and adjusts a variety of instructional strategies using a wide range of instructional materials and technology in order to achieve learning goals for all students. The student teacher understands and applies multiple instructional strategies, learning theories, and cognitive processes associated with types of learning.

Unsatisfactory	Basic	Proficient	Distinguished
The student teacher struggles to do anything more than teach a basic lesson and is unable to provide variety in teaching and learning through use of varied instructional strategies, materials and technology.	The student teacher has a minimal grasp of various strategies, materials and technology to enhance learning, and requires constant guidance in their use in the classroom.	The student teacher has an adequate grasp of strategies, materials and technology and is steadily improving in their use to enhance student learning.	The student teacher excels at using a variety of strategies, materials and technology to enhance learning.

Some suggested activities:

1. Construct study guides, teaching materials content outlines, and review materials.
2. Plan and guide class discussions.
3. Discuss with the mentor teacher and employ a variety of teaching methods.
4. Develop project based learning (PBL) activities.
5. Use digital technologies, smart boards and other projection devices during instruction.

6. Use technology to support or extend student learning in the classroom.
7. Use supplementary materials to enhance learning.
8. Locate visual, reference, and other teaching materials in the library or other school sources.

Standard 5: LEARNING ENVIRONMENTS

The student teacher is competent in fostering a positive classroom environment. This competence includes classroom management skills that are reflective of the needs and practices of diverse students, intervention strategies, motivational techniques, and monitoring and documenting student behavior. He or she critically reflects on personal history, beliefs, values, biases in relation to and as an agent of change within school and society. The student teacher works to foster social interaction, active engagement, and collaboration. The student teacher uses knowledge of the historical, social, and political roles of schooling in the U.S. to ensure equity for all children, especially given the relationship between schooling and the reproduction/mitigation of inequalities in the broader society. The student teacher supports students to become critical participants in a democratic society grounded in principles of social justice, especially in the development of mutual respect, support, and critical inquiry in the classroom.

Unsatisfactory	Basic	Proficient	Distinguished
The student teacher struggles to maintain a positive classroom environment. Extensive supervision is required of the mentor.	The student teacher understands the importance of a positive classroom environment but struggles with implementation. Some guidance is required by the mentor teacher.	The student teacher understands the importance of a positive classroom environment and often implements strategies that promote student learning.	The student teacher fosters a classroom environment that promotes learning for all students.

Some suggested activities:

1. Take roll and record attendance.
2. Make a seating chart.
3. Plan and arrange a bulletin board.
4. Participate in the resolution of disciplinary problems.
5. Learn the school and district discipline policies and procedures.
6. Become familiar with cumulative records and federal privacy laws for children.
7. Learn school policies: fire drills, accidents, assemblies, dismissals, signing in/out of the building, etc.
8. Develop multicultural lesson and unit plans.
9. Research school and community demographics.
10. Develop lesson and unit plans based on community music making.

Standard 6: COMMUNICATION TECHNIQUES

The student teacher understands effective communications strategies and the role of language in learning; models effective communication (including writing, speaking, and listening) using a variety of communications tools; and demonstrates sensitivity to economic, cultural, and gender differences in communication. She or he uses effective questioning and other discourse strategies that promote learner understanding and encourage convergent and divergent thinking. The student teacher uses, and facilitates the use of a variety of media communications tools and technology to enrich learning opportunities.

Unsatisfactory	Basic	Proficient	Distinguished
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The student teacher is not effective in communication and effective teaching and student learning is severely limited.	The student teacher struggles with effective communication and needs considerable guidance to be effective.	The student teacher communicates well in most situations and is well on the way to mastery.	The student teacher communicates clearly, respectfully and effectively in all interactions with students, staff and parents.
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Some suggested activities:

1. Provide effective verbal and written communication to students, staff and parents.
2. Exhibits communication that enhances learning for all students.
3. Assist in handbook revisions.
4. Keep a classroom/ensemble calendar.
5. Attend PTA/PTO meetings.
6. Work with parent committees, booster groups.
7. Participate in parent/teacher conferences.

Standard 7: PLANNING

The student teacher can select and create appropriate learning experiences based upon principles of effective instruction, both as an individual and team member. The student teacher considers the following factors when planning for short and long-term learning: individual nature of the student; national, state, and district standards; curriculum goals; subject matter; assessment; instructional strategies; learning theory; student development; and learning styles. He or she evaluates plans and makes systematic adjustments as needed to address needs of the class and individual needs of diverse learners. The student teacher's planning includes critically evaluating, adapting, and incorporating a variety of commercially and teacher-made materials to enhance instruction.

Unsatisfactory	Basic	Proficient	Distinguished
The student teacher requires extensive guidance to produce rudimentary plans.	The student teacher, with guidance, develops usable plans.	The student teacher, with minimal guidance, is able to link short term plans to long term goals. Planning is standards based, thorough and age appropriate.	The student teacher works independently to construct plans that enhance instruction. Planning is thorough, appropriate, standards based and highly creative.

Some suggested activities:

1. Plan and teach elementary and secondary general lessons that incorporate National, State or District Standards.
2. Plan and teach daily, weekly, and unit lessons.
3. Assist in developing interdisciplinary activities.
4. Examine and critique curriculum guides and textbooks.
5. Plan for elementary and secondary concerts and programs.
6. Conduct and teach music ensembles.
7. Coach individual and small group activities.
8. Identify appropriate music for large ensemble, solo and small ensemble performances.
9. Help plan a field trip/student travel.
10. Assist in planning school or district wide activities.

Standard 8: ASSESSMENT

The student teacher understands, selects, constructs, and uses a variety of assessment methods and strategies such as standardized, performance-based, individual, whole group, self, peer, and teacher evaluations. The student teacher understands issues related to the accuracy of assessment results. She or he uses assessment in conjunction with students' experiences, learning behaviors, and parent reports to guide instruction, promote student growth, and for

documentation. The student teacher understands tools of assessment, appropriate use of tools, relationship of instruction and assessment, and assessment issues.

Unsatisfactory	Basic	Proficient	Distinguished
The student teacher does not understand or use assessment results to enhance student learning.	The student teacher has a rudimentary knowledge of assessment methods, and struggles to use assessment results to enhance student learning.	The student teacher understands the uses of a variety of assessment tools, and is well on the way to using the assessments to enhance student learning.	The student teacher clearly is able to assess students in a variety of ways, and to use assessments to enhance student learning.

Some suggested activities:

1. Construct, administer, proctor, grade, and provide feedback for a variety of student assessments.
2. Develop rubrics for the assessment of student projects.
3. Keep records of homework and grades using digital options whenever possible.
4. Assess student progress in classes, lessons and ensembles, and provide feedback to enhance the musical learning of individual students.
5. Use assessment results to for long term planning relating to musical concepts, curricular standards, concerts and, programs.
6. Make a student progress chart.
7. Assist with report cards.

Standard 9: REFLECTIVE PRACTITIONER

The student teacher demonstrates self-assessment, individual and collective inquiry and life-long learning traits to support personal growth and professional development. The student teacher accesses resources such as literature, colleagues, observations, and/or classroom data to support her or his growth and development and that of colleagues. The student teacher recognizes his or her abilities to influence the teaching profession and collaboratively affect changes in the system by taking responsible action. The student teacher understands and uses various philosophies of music and music education to advocate for the place of music education in schools.

Unsatisfactory	Basic	Proficient	Distinguished
The student teacher does not reflect on teaching, relies on outside correctives.	The student teacher engages in dialogue with the mentor but is unable to independently identify areas for improvement.	The student teacher engages in self-reflection. Input from mentors is accepted and acted upon.	The student teacher engages in constant self-reflection and dialogue with mentors and actively seeks any input that might aid growth and development.

Some suggested activities:

1. Video and critique of lessons.
2. Participate in regular dialogue with mentor teachers.
3. Reflect on lessons from planning through implementation.
4. Journal regularly.

Standard 10: FOSTERING RELATIONSHIPS

The student teacher fosters relationships with school colleagues, parents, and others in the larger community. The student teacher cares about all students' well-being; as a result the student teacher understands and implements

relevant laws and consults regularly and in respectful, productive ways with all stakeholders. He or she understands and appreciates that factors outside school influence students' lives and learning and is an advocate for students.

Unsatisfactory	Basic	Proficient	Distinguished
The student teacher is unable or unwilling to work cooperatively and develop relationships that support students, schools and music.	The student teacher has a limited ability to work cooperatively and develop relationships that will support students, schools and music.	The student teacher is learning how to cooperate and advocate for students, schools and music.	The student teacher has a positive, global view of the education process and actively works with others to advocate for students, schools and music.

Some suggested activities:

1. Attend faculty meetings.
2. Attend a school board meeting.
3. Assist with school activities beyond assigned duties (field day, athletic events, plays)
4. Attend professional organization meetings such as WEA, WMEA, ACDA, etc.
5. Develop positive relationships with staff, including janitors, office staff, teachers, administration, etc.

Standard 11: PROFESSIONAL AND ETHICAL BEHAVIOR

The student teacher understands and models the behaviors of a professional educator. The student teacher understands, abides by, and enforces school policies and procedures. He or she is honest and ethical with students, school staff, parents and vendors.

Unsatisfactory	Basic	Proficient	Distinguished
The student teacher often demonstrates unprofessional behaviors and requires constant supervision and frequent reminders.	The student teacher sometimes models appropriate behaviors, but requires supervision and reminders.	The student teacher is becoming a professional educator.	The student teacher understands and models appropriate teacher behaviors in all situations and performs as professional educator.

Some suggested activities:

1. Participate with the mentor teacher in all assigned duties.
2. Participate in out of school music assignments such as concerts, marching band, pep band, community performances, programs, etc.
3. Learn policies for the school and the district.
4. Attend to paperwork in a thorough and timely manner.
5. Become familiar with cumulative records and federal privacy laws for children.
6. Learn school procedures: fire drills, accidents, assemblies, dismissals, signing in/out of the building, etc.
7. Become familiar with the School Improvement Plan.
8. Research NAFME Code of Ethics, copyright regulations.

The University of Wyoming

Music Teacher Preparation Program

Professional Growth Plan



Student Name:

Date:

Professional Growth Team:

Strengths:

-
-

Concerns:

-
-

Specific Modifications:

-
-

In order for _____ (name) to successfully complete MUSC 4700 and MUSC4710 Student Teaching, the following expectations must be met by _____ (date). The following expectations will be implemented immediately, beginning on the date of this conference.

Standards of Concern	Changes and Expectations
UW Teaching Standards for Music Education	
Professional Responsibilities	

Failure to implement any of the above expectations will lead to the student's removal from student teaching. As a result, the student may be unable to complete the program.

On _____(date) a meeting will be scheduled with the student and Professional Growth team Members. The progress with regard to the expectations listed in this document will be discussed and decision will be made about whether the student will continue in the program.

If, at any time prior to or after this scheduled meeting, any member of the Professional Growth Team feels the student is not fulfilling all responsibilities, or is unable to meet the expectations required by this document, a meeting will be called to inform the student of discontinuation in the program.

If the student is unable to complete student teaching with the above changes and expectations, the student must meet with Dr. Crystal Sieger, Coordinator of Music Education, and schedule an advising appointment to discuss future options.

Signatures:

Mentor Teacher: _____ Date: _____

University Supervisor: _____ Date: _____

Coordinator/Music Education: _____ Date: _____

I have read and been given a copy of this document.

Student: _____ Date: _____

**University of Wyoming
Music Education
Collaborative Assessment Log**

Student Teacher Name: _____

Mentor Teacher Name: _____

Classes/Grade Levels discussed: _____

Previously Determined Goal: _____

Areas of possible focus might include: classroom management, lesson preparation, pacing, interactions with students, reflection, taking initiative, communication, assessment, etc.

Strengths (What's Working): *ST and MT discuss what is occurring well within the classroom.	Areas for Development (Current Challenges): *ST and MT discuss what needs to be improved upon within the classroom.
Student Teacher's Next Step: *ST and MT discuss what the ST can do to help themselves become stronger and more capable in the areas listed.	Mentor Teacher's Next Step: *ST and MT discuss what the MT can do to help the ST continue doing well or improve it the areas listed.

Goal for Next Time: _____

Self-Evaluation/Reflection Paper:

Watch your teaching video, and respond to the following prompts. Responses must refer to specific instances on the video where observable actions occurred. Format your responses as an essay with logical and cohesive paragraphs, beginning with an introductory paragraph and ending with your overall assessment and self-suggestions.

1. How did you communicate to the students your objectives and expectations?
2. Do you think you accomplished these objectives? Why or why not? What evidence from the video informs your opinion?
3. What verbal instruction did you give? What nonverbal instruction?
4. What teaching strategies do you see yourself employing on the video?
5. What questions did you ask the students?
6. What materials did you use? Were they effective? How do you know?
7. How did you correct mistakes? What specific feedback remarks did you make?
8. Describe your movement within the classroom. Describe your facial expressions. Describe your eye contact. Describe physical gestures and mannerisms.
9. What is your overall assessment of your teaching performance?
10. What will you do differently next time?

The University of Wyoming
MUSC 4700/MUSC4710
Elem/Sec Music Student Teaching
Syllabus – Fall 2026



Instructor

Dr. Crystal Sieger
Fine Arts Building, Rm. 2033
csieger@uwyo.edu
307-429-0287
Office Hours: 2:00-3:00, T/Th, or by appt.

University Supervisors

Dr. Crystal Sieger
csieger@uwyo.edu

Meeting location: Assigned School District Placements
Start/end dates: School District's first day, for a total of 16 weeks
Credit hour total: 16

Course Description

This course provides a student teacher placement in primary and secondary music classroom settings for integrating course content in music education with practice under the supervision of a certified cooperating/mentor teacher and a music education university supervisor. Student teachers will have the opportunity to develop lesson planning and community arts advocacy skills, and experience teaching music education to students of various ages. All instruction within the course will focus on the qualities, expectations, and dispositions advocated by the Professional teaching Standards Board (PTSB) and the Wyoming state standards for music.

Required Materials

The University of Wyoming *Student Teaching Handbook: Music K-12* and other relevant materials are located on WyoCourses.

Goals and Objectives

Student Teachers will:

- Develop age-appropriate lesson plans and present them to students within classroom settings.
- Develop lesson plans that reflect concepts presented within the Wyoming state standards for music, and aligned with the PTSB and Wyoming Music Teaching Standards.
- Utilize contemporary music practices.
- Implement appropriate assessment strategies.
- Work with and support others (e.g., Mentor Teachers and any adaptive education staff members) in teaching lessons to students under their supervision.
- Assume the role of reflective practitioners as they observe, assist, and teach within the classroom.
- Develop organizational and advocacy skills, during the teaching experience by teaching in the classroom and working with parents and other community members.

Grading

Student teaching is graded S/U. The student teacher must complete all outcomes listed on the **Student Teaching Summary Evaluation** and **Formative Report** with a P (proficient) or D (distinguished) rating and *no more than three B (basic) ratings* for successful completion of the Final Residency Evaluation. Final grades are posted by the Coordinator of Music Education.

Attendance

- Student Teachers are expected to report when the public school session begins after winter break. It is the Student Teacher's responsibility to arrive based on the district's expectation, and they should check with Mentor Teachers well in advance to determine what the date is for the district to which they are assigned. If there are in-service or other professional activities planned before classes convene, Student Teachers are expected to participate in those activities with their Mentor Teachers.
- Assuming Student Teachers have met the attendance requirements for their assignment, the last day of student teaching for spring semester is the Friday before UW finals week in May.
- Student Teachers observe the school district calendar, not the UW calendar.
- Daily, on-time attendance is expected during residency except during illness or an emergency. It is an expectation that lesson plans are available in case of illness.
- All absences must be reported to the University Supervisor as soon as possible. University regulations govern student absences during the Student Teaching semester.
- When an absence occurs, Student Teachers must send lesson plans and accompanying materials to the school/Mentor Teacher prior to the start of the school day, just as if they were the teacher of record for that classroom preparing for a substitute.
- Student Teachers are allowed up to four (4) sick days during residency. Any days beyond that must be made up at the end of the semester according to the timeframe set by the Mentor Teacher and the University Supervisor. Any requests for use of a sick day that is not illness-related must be approved in advance by the Music Education Coordinator in consultation with the Mentor Teacher.
- Attendance at the WMEA Conference and Job Fairs are considered part of the experience. Student Teachers are not required to make up those days. Student Teachers are also allowed absence for job interviews, and these should be scheduled so as not to negatively impact student teaching. Student teachers should consider that their absence will affect the Mentor Teacher and the students.
- Attendance at national professional conferences (ASTA, ACDA, NAFME, etc.) is to be determined by the Mentor Teachers and communicated to the Music Education Coordinator. If students from the placement site are present, the attendance is considered excused. If no students are present, the attendee will complete additional days at the end of the placement to compensate for missed days.

Course Requirements/Assignments

See the Table the follows for an outline of weeks components are due. Specific dates will vary, depending on your placement calendar.

Student Teaching Summary Evaluations (weeks 4, 8, 12, and 16)

Student teaching is graded S/U. The mentor teacher is responsible for determining the grade in cooperation with the Music Department Supervisor. The UW Music Department Supervisor submits the grade. Mentor Teachers submit the signed Student Teaching Summary Evaluation (midterm and final) to the Music Department Supervisor. Evaluations are required at midterm and end of an 8-week student teaching placement (at weeks 8 and 16 for 16-week placements). Please see the calendar on page 21 of this Handbook.

- *If the Mentor Teacher believes concerns are serious enough that the Student Teacher may not successfully complete the residency experience, the University Supervisor and Coordinator of Music Education must be notified immediately in order for us to have time to resolve any problems.*

Collaborative Assessment Logs (daily/weekly submissions)

Collaborative Assessment Logs are shared journaling instruments completed by the Mentor Teacher and Student Teacher working together, and are to be completed weekly (minimum). These logs show weekly progress throughout the placement, and provide opportunities for Mentors Teachers and Student Teachers to reflect on strengths and weaknesses. Mentor Teachers can provide documented feedback, and Student Teachers can capitalize on self-evaluative processes. Weekly entries are collected and shared with the University Supervisor during visits/observations. The logs can take on many forms, depending on the Mentor Teacher and Student Teacher preferences.

Lesson Plan Notebooks (daily submissions)

Student Teachers will complete a lesson plan for *each lesson* they teach. Each lesson plan should be standards-based (state or district) and employ the UW format or one used by the Mentor Teacher. Student Teachers will consult with Mentor Teachers on all plans. All plans are to be kept in a separate notebook to be periodically examined by the University Supervisor.

Self-Reflections of Teaching (four video-recorded observations)

- Student Teachers will be video-recorded by the University Supervisor and/or by the Coordinator of Music Education during observations (twice per placement).
- Student Teachers should coordinate with Mentor Teachers regarding permission to video students and the use of equipment, if necessary.
- Student Teachers will review each video with their Mentor Teacher and critique their teaching of the lesson noting strengths, weaknesses, and areas for improvement or revision. They will then complete a narrative self-reflection of their teaching to be submitted along with the corresponding lesson plan to the observer (University Supervisor or Coordinator of Music Ed).

Mock Interviews (one per placement)

Student Teachers will hold a mock job interview during each placement with a school administrator. If they are unable to schedule an interview, they should consult with their Mentor Teacher to find a suitable replacement.

Professional Portfolios (over the course of the semester)

Professional portfolios are used for both the job search and as part of the final evaluation. The portfolio should be compiled in a three ring binder and include the most relevant work samples.

Final Exit Interview (semester end)

Student Teachers will meet with Dr. Crystal Sieger at the end of the semester, prior to Commencement, to discuss their overall progress and the experience as a whole. They will bring all artifacts from their student teaching experience, including evaluations, reports, logs, notebooks, portfolios, and other assignments. The exact date is to be determined.

Statement of Academic Integrity

All forms of academic dishonesty including cheating, plagiarism, misrepresentation, and obstruction are violations of academic integrity standards. Cheating includes copying from another's work, falsifying problem solutions or laboratory reports, or using unauthorized sources, notes, or computer programs. Plagiarism includes the presentation, without proper attribution, of another's words or ideas from printed or electronic sources. It is also plagiarism to submit, without the instructor's consent, an assignment in one class previously submitted in another. Misrepresentation includes forgery of official academic documents, the presentation of altered or falsified documents or testimony to a university office or official, taking an exam for another student, or lying about personal circumstances to postpone tests or assignments. Obstruction occurs when a student engages in unreasonable conduct that interferes with another's ability to conduct scholarly activity. Destroying a student's computer file, stealing a student's notebook, and stealing a book on reserve in the library are examples of obstruction. Please refer to the Academic Dishonesty Policy (www.uwyo.edu/dos/resources) for more information.

Students with Disabilities

The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: www.uwyo.edu/udss

Duty to Report

UW faculty are committed to supporting students and upholding the University's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the University, the faculty member MUST report information you share about the incident to the university's Title IX Coordinator (you may choose whether you or anyone involved is identified by name). If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may find info about UW policy and resources at <http://www.uwyo.edu/reportit>

You do not have to go through the experience alone. Assistance and resources are available, and you are not required to make a formal complaint or participate in an investigation to access them.

Change Statement

The instructor reserves the right to make adjustments to the Syllabus and Detailed Course Outline as necessary. Students will be alerted to all changes in advance.

Overview of Assignments and Expectations (8-Week Placements)

Week	Due
1-3	Submissions to Collaborative Assessment Log and Lesson Plan Notebook (daily/weekly)
4	Midterm Evaluation: Student Teaching Summary Evaluation (Midterm) Self-Reflection of Teaching 1 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook
5	Schedule/Complete Mock Interview
6	Compile Items for Professional Portfolio
7	
8	Final Evaluation: Student Teaching Summary Evaluation (Final) Self-Reflection of Teaching 2 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook
Finals Week	Exit Interview with Dr. Sieger

Overview of Assignments and Expectations (16-Week Placements)

Week	Due
1-3	Submissions to Collaborative Assessment Log and Lesson Plan Notebook (daily/weekly)
4	Self-Reflection of Teaching 1 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook
5	Schedule/Complete Mock Interview 1 Compile Items for Professional Portfolio
6	
8	Midterm Evaluations: Student Teaching Summary Evaluations (Midterm) Self-Reflection of Teaching 2 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook Portfolio Reviewed
9-11	Submissions to Collaborative Assessment Log and Lesson Plan Notebook (daily/weekly)
12	Self-Reflection of Teaching 3 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook
13	Schedule/Complete Mock Interview 2 Compile Items for Professional Portfolio
14	
16	Final Evaluation: Student Teaching Summary Evaluations (Final) Self-Reflection of Teaching 4 Supervisor Examination of Collaborative Assessment Log and Lesson Plan Notebook Portfolio Reviewed
Finals Week	Exit Interview with Dr. Sieger