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STUDENT TEACHING OVERVIEW

In this document, we make explicit the experiences and opportunities we want you to have as practicing teachers in the 4th quarter, in your full-time residency in a school setting. We have outlined a kind of “trajectory” of experiences and assignments we think will gradually build your practical expertise in the classroom—but will also consistently draw upon the big ideas and theoretical foundations that emphasize those practices. We want to highlight that these practices are not just ‘technical tricks’ or ‘recipes’ for good teaching. Rather, they embody key principles of good teaching and learning that our program wants you to learn about and understand.

In this handbook, you will notice that in the beginning, you spend significant time observing, examining, and analyzing teaching and teaching practices. This is particularly important to help you develop your ability to analyze and understand some of the key characteristics of good teaching and to move from the perspective of a student (you have spent most of your time in classrooms as students) to that of a teacher.

As the quarter progresses, you will soon begin to practice particular elements of particular practices—and halfway through, you will be asked to “bring all the pieces together“ and enact a substantial string of practices, as well as analyze the impact of your work upon student thinking and student experiences.

There are several principles behind this “trajectory for student teaching”:

- To provide consistent links between your coursework and your field placement
- To provide some direct support around practical strategies in teaching, so that when you ultimately have your own classroom, you will have practiced and rehearsed some “common” and important practices of teaching
- To gradually build your expertise in enacting elements of teaching—first through analyzing and observing practices, then through “deconstructing” and practicing elements—and later, by bringing it all together

STUDENT TEACHING REQUIREMENTS

Students will not be permitted to begin student teaching in public schools unless the proof of the following has been handed in to the MAT Music Director or Credential Analyst:

- Fingerprinting & Certificate of Clearance
- TB Test
- CPR Training
- CSET Examinations
Students teaching is often characterized as the most transformative experience in teacher education. During student teaching, you will enact in the classroom the teaching theories, strategies, and standards you learned in your core courses. To help you make the transition from student to teacher, you will share the classroom with an experienced professional who will impart to you his or her knowledge of best practices and the wisdom acquired from years of experience. Although this is a most exciting time in your developing career as an educator, it will not be easy. You may experience days of thrilling success with the lessons that you teach; but you will also experience frustration, as you struggle to teach your students and shift “to the other side of the desk.” These successes and struggles, highs and lows, are a common aspect of teacher development that many other teachers have experienced and continue to experience throughout their careers. As a developing teacher you will not be alone. You will have not only your mentor teacher, but also your field supervisor to guide and support you. Remember that teaching is collaborative and dynamic and everyone’s teaching can constantly be improved. Both your mentor and your coach can be excellent resources to help you improve your teaching and to ensure that your students are learning.

As the quarter continues, you will acquire more and more responsibility in your teaching assignment. You will begin your work in the classroom by working with individuals and small groups of students and gradually begin to teach lessons with your mentor teacher and on your own. You will work with your mentor teacher to co-plan in order to enable you to meet both the host school’s academic standards and Longy-Bard’s student teaching standards. Later on in the quarter you will be teaching or co-teaching with your mentor teacher for the entire day. While it may seem a daunting task, your faculty, and field supervisor are all confident that your coursework, previous fieldwork, and emerging knowledge about schools and classrooms have prepared you well to meet the challenge.

As you continue to gain responsibility in the classroom and learn more about your students and the school, you should also reflect on your practice. Professional educators are able to evaluate their own and others’ teaching practices using a variety of assessment tools, including research and theory, in order to improve learning. Using the knowledge, theories and best practices from your coursework, you should develop both self-awareness and also awareness of the political and social contexts that influence schooling, placing you on a path toward teacher leadership.

**CANDIDATE’S EMPHASIS & ACTIVITIES**

- Recapitulate the sequence of work from the past three quarters in the first 1-2 weeks in their field placement
- By week three, assume increasing responsibility as co-teacher, taking on the work of the mentor as a collaborator
- Assumes full responsibility for planning, teaching, and assessing a unit of study, with appropriate guidance and support from the mentor teacher and MAT supervisor
- Full-time student teaching 5 days per week for 10 weeks in public school classroom. Gradually taking the lead for 2-3 weeks in at least one class.
CORE PRINCIPLES IN STUDENT TEACHING

Whether in a comprehensive high school in an urban district or in a small, suburban grade-school, successful teachers recognize the diverse needs of their students; use a variety of strategies, materials, and methodologies to effectively respond to these needs; continuously monitor their effectiveness through reflection; and develop valuable relationships through professional communities to support their lifelong learning. You will likewise encounter the need for such expertise throughout your student teaching experience and are encouraged to pay special attention to developing it. In particular, you should consider the following prescriptions for successful student teaching, which are closely related to the Longy-Bard MAT Tracking of Progress (TOP) Competencies (Located in back of handbook under Supplemental Resources and Sample Forms) which your instructors have emphasized throughout the program.

REFLECTING ON YOUR PRACTICE

Effective teachers are lifelong learners. They connect their day-to-day activities to coherent social, philosophical, and political frameworks. They research their own practice. They participate in the professional and academic activities of their academic and professional communities. This is not only to ensure expertise and understanding of the art of teaching, but also to help teachers persist during periods of tumult and struggle. Successful teachers reflect on their daily lessons and their classroom experiences in order to ensure equity and excellence for all learners.

In your student teaching experience, take advantage of the professional learning opportunities afforded you via the school and district, professional associations, and community-based organizations. Seek specific advice from your mentor teacher and his/her colleagues; join them in professional conversations, both formal and informal. Engage other student teachers (and/or practicum students) at your school, as well as their mentor teachers, in regular discussions of your progress, the challenges you are facing, and the strategies you have employed. This discourse about struggles and strategies will not only benefit you, but other teachers, both novice and experienced, with their own practice.

As a student teacher you will have to find ways to improve what you teach and convey it successfully to the students. Maintaining a portfolio is one way of assessing your knowledge and skills as a teacher. You should also keep track of your students’ progress, most importantly, what they have learned in your class. This will allow you to better understand the different needs of the children in your class and continuously improve your practice.

GETTING STARTED

*Here are some important ideas and information you should pursue prior to and during your initial days at your placement. You will use this information to become more familiar with your school and your students, but also to learn how to work effectively in your placement.*

REQUIRED MATERIALS FOR STUDENT TEACHING

- Baton (Band/Orchestra/Choir only) – Music MAT
- Video recording device
- 3-Ring Binder with tabs (used in tandem with ED545 Teaching as Clinical Practice IV)
- Journal (Notebook or online) *Online entries must be transferred to Student Teaching Binder for ED545

**RECOMMENDED RESOURCES**


**PHYSICAL SURROUNDINGS (the first week)**

- Get to know the school community. Research the neighborhood on-line, do a walk-through or driving tour of the neighborhood, and/or talk to representatives of area community-based organizations. (Before the first day if possible)
- Tour the school building. Identify your classroom and the emergency exit(s) and any barriers to accessibility for students with disabilities.
- Identify the location of the main office, the bathrooms (for students and for staff), counselor’s office, nurse’s office, custodian’s office, the department office (secondary schools), copy room, etc.
- Identify the locations of the cafeteria, library, and auditorium.

**CURRICULUM AND INSTRUCTION**

- Become familiar with state and district content and performance standards.
- Ask for and review curriculum guides, method books, scores.
- Ask about specific instructional models or programs in use.
- Check out availability and use of technology.
- Review state and district assessments.
- Review student performance data (where possible, student teachers should use student assessment data to identify target areas for instruction and progress monitoring).

**SCHOOL PERSONNEL**

- Learn the names and faces of the principal, assistant principal, your department head (secondary students), office staff, school nurse, guidance counselor, custodial staff and food service staff.
- Get to know the other teachers in your grade or department.
SCHOOL PROCEDURES AND POLICIES (the first week)

- Locate your mentor teacher’s email address and phone number.
- Check out the starting and ending hours for staff and students (e.g., bell schedule for secondary schools, time for dedicated literacy block for elementary schools).
- Review the school calendar, including the schedule for staff meetings and parent-teacher conferences, spring performances, music festivals.
- Get guidelines for parking, dress, lunch and leaving the building.
- Get guidelines for what to do in an emergency.
- Get guidelines for school closing and late openings.
- Get guidelines for handling medical needs of students (medications, injuries, allergies).
- Get guidelines for reporting abuse or other difficult situations.

CLASSROOM INFORMATION AND PROCEDURES

- Ask for your mentor teacher’s schedule.
- Ask for rosters so you can learn your students’ names.
- Review procedures for attendance, recess, lunch, end of day.
- Discuss with your mentor teacher the procedures for classroom management (e.g., student movement, materials distribution, rewards systems) and discipline (e.g., in class, school/district reporting, communicating with parents).
- Ask about procedures for working with special needs students and their support team(s).
- Review homework guidelines, e.g., when assigned, parents’ input/signature, how collected and graded.
- Become familiar with grading criteria and procedures.
- Learn your mentor teacher’s guidelines for grouping students.
- Know the process for getting (locating and requisitioning, when needed) and storing supplies, instruments and equipment.

FORMS AND RECORDS

- Learn about student records (academic records, IEPs, disciplinary records): where they are located and what restrictions there are due to confidentiality.
- Find out when and how grades are issued; review report card format.
- Ask for information about school forms (roll sheets, attendance, hall passes, discipline forms, and any special education documentation or other important paperwork).

SCHOOL SERVICES

- Ask your mentor teacher or school staff for the location and the procedures for using the copiers, telephones, laminating machines, computers for students and staff, and the audio-visual equipment.
- Ask about procedures for requesting custodial assistance.
DEEPENING YOUR RELATIONSHIP WITH YOUR SCHOOL AND COMMUNITY

While teaching requires a large amount of procedural knowledge, teaching is also built largely on the positive relationships you establish within the community you serve. Therefore, it is suggested that you become actively engaged in school-sponsored activities, projects, competitions or initiatives that enable you to understand the community, school, families, and students that you will work with during your placement. Such experiences will provide additional opportunities for you to learn about and support the school community and the larger educational context. Your intent to participate in extracurricular activities should be communicated to, and approved by, the mentor teacher and coach. Student teachers should keep the MAT Director informed of the extent of their involvement in extracurricular activities at their schools.

BRINGING IT ALL TOGETHER: ENACTING A PRACTICE, EXAMINING THE IMPACT, AND PREPARING FOR THE NEXT TIME

In-School Placement

- In your final placement, you will have the opportunity to “bring it all together” and carry out a core practice of teaching on your own. You have an opportunity to fully play this practice out; as well as examine the impact your teaching has upon student learning for a range of students.

- Though it may seem as if you will be focusing only upon one practice of teaching—at this point we hope you will have come to appreciate the importance of all the different elements involved in making this practice “work” in the classroom. Thus, we will be asking you at various times to collect materials and document how you prepared and carried out each aspect of this practice (for instance, how you selected repertoire, how you prepared students for the repertoire etc.).

- Finally, we will ask you to examine and analyze how your efforts played out. What went well? What might you do differently? What impact did it have upon student thinking and learning, and their experiences in your classroom—(using evidence from student work samples)? In asking you these questions, we also try to emphasize that this is the kind of reflection we hope you will do—use data from student work, examine strengths and weaknesses of your efforts—as you continue to do this work in your own classroom.

LEARNING OUTCOMES/OBJECTIVES

- To immerse oneself in teaching experiences allowing for a seamless transition from role of student at Longy School of Music of Bard College to the role of classroom teacher.
- To gain learning experience amongst behaviors and varied learning styles of students amongst diverse cultures.
● To develop a high level of teaching competency through guided teaching experience with a mentor teacher, on-site faculty and staff, and group discussions.
● To learn how to create and effectively utilize lesson plans for instruction.
● To gain competency in creating and using instructional materials and techniques.
● To effectively use technology in the classroom.
● To familiarize oneself with school’s organization, mission, culture, and programs.
● To establish professional relationships with fellow teachers, students, administrators, and parents.
● To practice and engage in honest self-evaluation and professional goal setting.
● To be of assistance to mentor teacher and school community by establishing positive relationships through open communication, flexibility, and the pursuit of common goals.

STUDENT TEACHING BINDER (for ED545)
Organize a Student Teaching Binder using a large 3-ringed binder with individual dividers (6+). Keep this accessible for field supervisor and mentor teacher to access during visits and bring to ED545 each week. This will be handy as you complete your TPE 3 & 4. Tabs for your binder should include:

○ **School Handouts**- Calendar of Events, School District Calendar, Bell Schedules, Emergency Handouts, etc.
○ **Classroom Handouts**- Music Performance Calendar, Daily Schedules, Flyers
○ **Seating Charts and Class Rosters**- Organize by class period
○ **Lesson plans**- Place a lesson plan in your notebook for each lesson that you teach. Use the lesson plan formats provided in the syllabus or offered by mentor teacher. You may choose to separate by grade/ability with extra tabs
○ **Music Resources**- Divide by grade/ability level (scores, songs, class activities)
○ **Reflection Summary Entries**
○ **Informal Writings and Notes throughout Student Teaching**- Handwritten or typed. Date each entry

STUDENT TEACHING COMPONENTS

WEEKLY RESPONSIBILITIES SCHEDULE
During the first week of student teaching, discuss a Weekly Responsibilities Schedule with your mentor teacher. Begin filling out the Weekly Responsibilities Schedule (Template included in handbook). This will include projected weeks for observations, assisting in classroom, team teaching, in-class teaching, and full classroom responsibility. Your schedule should be determined by both the a.) mentor teacher and b.) student teacher. **Weekly Responsibilities Schedule is due to your field supervisor preferably by the end of week two of student teaching.**

WEEKLY REFLECTION SUMMARIES (for ED545)
The most effective teachers are skilled, reflective thinkers. You may choose to do this on a personal basis, or to share your journal entries with your mentor teacher. In ED545, weekly discussions will be based on reflections in an ongoing conversation and to assist with problem solving. Journaling is a valuable way to relieve stress, can be used as a tool for deeper, critical thinking, and as a way to capture those humorous and successful interactions with students.

You may wish to reflect on the following questions:

❖ Where do I need improvement as a teacher?
❖ How can I improve lesson content, activities, transitions, and classroom management?
❖ What are some ways to present the lesson that would be just as effective or more effective?
❖ What problems arose that I did not expect and how did I handle them?
❖ How effective is my classroom management plan?
❖ What changes could I make to more effectively meet student’s needs and enhance success in student learning?
❖ In what ways can I better my flexibility as a teacher?

OBSERVATIONS & JOURNAL
Your first weeks of student teaching will be spent observing your mentor teacher, classroom environment, instructional techniques, and interpersonal communication and relationships with staff and students. During the observatory period of your student teaching assignment, students should keep a reflective journal for personal use. Take detailed notes regarding procedures in the classroom, rapport between students and teacher, different learning styles, student behaviors, classroom atmosphere and design, lesson plan structures, course content, formal and informal assessments, integration of cross-curricular learning, and any other areas or techniques you may find helpful to note.

Write down questions in your journal to ask your mentor teacher regarding reasons for instructional methods, interactions, and content. Take initiative when asking questions. Asking “why” and “how” will provide you with a stronger foundation when choosing your own methods for instruction and management.

During the observational time, fill in seating charts to learn names of students, and add notes with helpful student information such as personality, achievements and struggles, behavioral challenges, and health concerns. Observation of other classrooms is highly encouraged. To be determined by your mentor teacher, you may observe up to five classes in your assigned school. Arrangements should be made in consultation with your mentor teacher and field supervisor. It is recommended to observe other classes during your observational period and first round of full classroom responsibility. Your field supervisor and mentor teacher may ask to review your binder throughout your student teaching assignment, and this should be left on the table during formal observations for the field supervisor and mentor teacher to peruse.

SPECIAL NEEDS LESSON ADAPTATION/ANALYZING STUDENT WORK (for ED545)
Please obtain a set of three samples of student work (a struggling student, a high achieving student and an ESL student) and analyze it for what student has learned; what misconceptions might exist, what a teacher might do next to address misconceptions as well as to push thinking. This will go in your student teaching binder and must be completed by ED545 due date. Please refer to the ED545 Syllabus for specific requirements due for this assignment.

**FORMAL REFLECTION AND NEXT STEPS (for ED545)**

Write a formal reflection upon the strengths of your classroom enactment following your formal observations—focus upon what went well, what was a struggle, and what you think students learned as well as what they might have not learned yet. Also, include strategies for what steps you will take to do this differently next time as well as what you think you would keep. This should be placed in student teaching binder as well as sent to me.

**Student teachers must electronically submit a 2-page, double-spaced reflection to their field supervisor & myself, following both formal observations. Reflections should be uploaded to the individual student folders located on the LONGY MAT OneDrive.**

*Each reflection must include the following:*

- Objectives and goals of lesson
- Why you chose your classroom activities
- What did/did not go as well as you had planned
- Any modifications you will make in the future
- Extending the lesson; ideas to take it a step further
- What you learned from this experience

**ASSISTING IN THE CLASSROOM**

Following your observational period, you will transition to become more involved with the classroom activities and teaching students. Begin participating in all activities, assist mentor teacher as needed. Your mentor teacher may give you specific suggestions for activities to help you become more involved. Duties may include, but are not limited to: Monitoring student work and rehearsals, working with small groups of students, distributing papers and classroom materials, making copies of music or assignments, grading papers, taking attendance, assisting with student make up work or lessons. Reach out to your mentor teacher if you feel you are ready to take on more responsibilities and become more involved. At the same time, be sensitive to others and refrain from attempting to take over the class too quickly. Demonstrate consistent respectfulness, enthusiasm, and initiative.

**TEAM TEACHING**

Your in-class teaching experiences will begin by co-planning and co-teaching selected lessons in each class period. Work alongside your mentor teacher to discuss content and state standards for classroom activities, and begin to plan lessons and units together. Your mentor teacher will discuss how to implement teaming in the classroom. Suggestions include, but are not limited to: dividing instructional time- one person introduces and presents skills, the other carries out independent
practice and evaluation periods in the lesson, dividing the class into two groups and each taking one group for instruction, one person presents a lesson while the other supervises cooperative work, one person leading warm up activities and the other leads formal rehearsal. Team teaching allows the student to gain initial experience in a new atmosphere with support from your mentor teacher. Team teaching also allows students to observe the cooperative relationship and interactions amongst their classroom teacher and student teacher.

LESSON PLANNING & IN-CLASS TEACHING
After having observed your mentor teacher, classroom atmospheres, preparation of lesson plans, and classroom instruction, the mentor teacher will transition to assuming more responsibility for lesson planning and teaching. You will gain experience in creating and teaching multiple lesson plans in all subject areas, grades, or classes. **Lesson plans will be written and submitted to the cooperating teacher at least two days prior to teaching (unless directed otherwise by mentor teacher).** Lesson plan formats should follow the template listed in the handbook, unless a specific format has been provided by your mentor teacher.

Lesson plans provide many purposes including:
- To organize thinking processes while designing effective lessons for the classroom
- To provide a tool for communicating ideas and plans for mentor teacher and school administration
- To provide clarity and confidence when teaching lessons in a sequential manner in front of students
- To keep all unit plans and activities in an organized space for future use
- To assist keeping track of time spent per activity and recall of assessment and evaluation techniques

Simultaneously, students should use their journal to reflect on writing about the successes and challenges of each lesson. Reflections should also include ideas for modification to lesson plans in the future, ideas for instruction and classroom management, and potential reasons the classroom lesson was/was not effective.

FULL CLASSROOM TEACHING RESPONSIBILITY
Following team teaching and partial instructional time, you will now begin leading entire classes. For consecutive days, you will have full responsibility of planning and teaching **at least one** class, as if you were the regular classroom teacher. Any and all responsibilities your mentor teacher has throughout the day will also be assumed by the student teacher. The student teacher should plan to assume full responsibility during the last two-weeks of student teaching, or as deemed by your mentor teacher.

FORMAL OBSERVATIONS
Two formal observations will be completed by the field supervisor. For each visit, the student teacher must provide two copies of a lesson plan: one for field supervisor and one for mentor teacher. Both the field supervisor and mentor teacher will fill out the formal TOP form, which is attached in syllabus for your reference. Following each observation, the student teacher, mentor teacher, and field supervisor, will aim to meet and debrief about the lesson and discuss progress, challenges, new ideas, and modifications.

STUDENT TEACHING POLICIES

LENGTH OF QUARTER
As part of your Longy School of Music of Bard College Master of Arts in Teaching coursework, you must fulfill several student teaching assignments in the elementary or secondary music classrooms as part of the fourth quarter curriculum. Student teaching assignments will occur over a 10-week period, unless deemed otherwise by the Director of the MAT program. It is assumed you will be on site and shadowing the mentor teacher Monday through Friday, during all hours your mentor teacher is on duty.

ATTENDANCE
Student teachers must follow the schedule of the partner school and not Longy's calendar. You should observe the professional practices of the school, which often require teachers to sign in and out of school each day. Student teachers should be available before the students arrive in the morning and after their dismissal in the afternoon to facilitate opportunities for instructional planning and other educational interactions with mentor faculty. Evening hours are required for activities such as grading pupil work, developing instructional units, writing lesson plans, preparing bulletin boards or learning centers, and participating in professional after-school meetings. Student teachers must also attend all meetings and in-service opportunities required of their mentor teacher. You should be in attendance every day during your student teaching placement. We recognize, however, that emergencies do happen. If an emergency should require you to be absent or late, it is your responsibility to contact the mentor teacher and the MAT Director, as far in advance as possible or as soon as possible. No more than three absences are allowed during the student teaching quarter this including attendance at job fairs and participation in professional interviews. All requests for planned absences must be submitted in writing to the MAT Director and approved by the field supervisor and mentor teacher in advance. Excessive lateness, absences, or truancy may result in removal from student teaching and may jeopardize credentialing.

In addition, attendance at all student teaching workshops, orientations, or conferences scheduled by the college, coach, or MAT faculty are mandatory.

HOLIDAYS AND STAFF DEVELOPMENT DAYS
Holidays observed are those that the scheduled school system assigns, regardless of the holidays observed by Longy School of Music of Bard College. Student teachers are expected to be at school on staff development days and to participate in any professional development programs and departmental and/or faculty meetings when deemed appropriate by the mentor teacher.

RELATIONSHIP WITH STUDENTS
Be sure to exercise extreme caution against becoming too familiar with students under their direction. Do not socialize in any way with students to which the student teacher is assigned without the presence of the mentor teacher or permission from the mentor teacher or administration. The student teacher should be considered a professional not a "friend." All student teachers are mandated by law to report any suspicions towards child abuse or neglect and must inform the mentor teacher and administration immediately. Conduct yourself with the utmost of professionalism with every student.

SOCIAL MEDIA
Because it is assumed student teachers will adopt the position of a classroom teacher during this semester, students are advised to maintain the utmost professionalism on social networks. Student teachers should refrain from ‘friending’ teachers, students and students’ parents during their tenure as a student teacher. Following student teaching, it is highly discouraged to ‘friend’ students, as they are minors until 18 years of age. Posting pictures or videos of students online is strictly prohibited. Furthermore, unless used for educational purposes (for a musical recording, showing an educational video, recording yourself teaching) refrain from using cell phones in class, especially in front of students. Be sure to speak with the mentor teacher regarding policies for cell phone use amongst classroom students.

PHYSICAL PUNISHMENT AND BELITTLING
Never is it allowed to resort to physical punishment for behavior control in the classroom. Causing physical harm to a student may result in termination from student teaching and further disciplinary action. Physical punishment includes, but is not limited to: hitting, spanking, pinching, punching, and forced restraint. Furthermore, always treat students with respect. Ensure management tactics do not resort to belittling, embarrassing, shaming, or the like.

GRADING
Grading will be determined by your field supervisor and MAT Director, with input from your mentor teacher. Grading and assessment of achievement will be determined through:

- Observing the student teacher’s lessons in the classroom
- Conferencing with the student teacher about his/her classroom experience to learn about his/her knowledge of teaching, content, conduct, and classroom management
- Reviewing lesson plans and other materials generated by the student teacher; and
- Consulting with the mentor teacher and, at times, other school faculty and the school principal
- TOP reports (Completed by field supervisor and mentor teacher)
- Student Teaching Binder & Reflective Summaries
Additionally, Longy has established specific performance standards for the MAT. Students, as well as their field supervisor and mentor teacher, should focus on development towards meeting these standards and providing evidence of the student teacher’s ability to enact the standards as required in the California Teaching Performance Expectations (TPEs). These skills and habits of mind, which are aligned to those of the California Department of Education and with national teaching standards, will also serve as criteria by which the field supervisor and mentor teacher evaluate the progress of student teachers and provide specific feedback and support. As you gain experience and become more skilled, you should strive to meet the TOP competencies. TOP competencies may be reviewed in the back of this handbook. Furthermore, a detailed description of competencies will be provided to each MAT student.

**ROLES AND RESPONSIBILITIES OF STUDENT TEACHERS**

The success of your student teaching experience rests heavily on the positive, professional relationships you develop with your mentor teacher and your field supervisor. Your mentor teacher has expressed a willingness to share his or her professional experience and knowledge as well as a commitment to work with new teachers. Your field supervisor has valuable experience as a teacher and often as an administrator. Although your field supervisor is responsible for assessing your growth as a teacher, his/her responsibility also involves coaching you in your development as a teacher, and providing detailed, formative feedback about your teaching and planning. Both your mentor teacher and your field supervisor will serve as expert sources while you teach. You should actively seek them out with questions about instruction, planning, assessment, and reflection.

**PROFESSIONALISM: DRESS AND BEHAVIOR**

The success of your student teaching experience rests primarily with you. Your attitude and work habits have a huge impact on the nature of your experience. Remember to maintain a professional appearance at all times. Check to see if the school has a professional dress code. Always adhere to the standards of dress adopted by the school faculty.

Learn the culture of the school and be sure to address the school staff and faculty by whatever forms are customary within the school. Your professionalism and ability to understand the school culture will facilitate your assimilation into the school community.

If and when you communicate by e-mail with students, teachers, or parents in the school, make sure to use your Longy address ([first.last@longy.edu](mailto:first.last@longy.edu)). Finally, although the use of cellphones is ubiquitous and somewhat necessary in many instances, many schools have adopted specific rules regulating or banning the use of cellphones in schools. Make sure you not only familiarize yourself with the school’s policy on cell phones, but also exercise professional restraint in checking any messages or email while in the classroom. Remember that your behavior serves as a model for your students’ behavior.

**TIPS TO REMEMBER:**
● Dress professionally and appropriately. You are representing Longy-Bard, your site placement, Los Angeles Philharmonic, and yourself as a professional educator. Do not wear jeans or sneakers, even if your mentor teacher chooses to dress casually. Speak with your field supervisor if you are unsure about dress code.

● Always welcome constructive suggestions and incorporate ideas into further planning and teaching. Be reflective, not combative when receiving feedback. Constructive criticism is offered to help, not hinder your practice.

● Collaborate with other faculty members/student teachers. Share ideas, materials, and observations.

● Establish professional relationships with teachers, administration, office staff, custodial services, students, and parents. Eat lunch in faculty lunchroom or with mentor teacher, get to know others.

● Stay current on all school policies including emergency routes and plans.

PREPARATION & ORGANIZATION

❏ Turn in Pacing Schedule and required Reflection Summaries on time.

❏ Notify mentor teacher, school, and field supervisor as soon as possible if absent due to illness or emergency.

❏ Update Student Teaching Binder frequently and keep binder organized at all times.

❏ Provide mentor teacher with written lesson plans in advance of teaching.

❏ Check that all technology and teaching materials are prepared prior to students entering classroom. This alleviates misuse of time and loss of focus with students.

❏ Continue to educate yourself with a variety of resource materials in order to add enrichment to teaching.

❏ Allow for flexibility in teaching by planning for interruptions or unexpected circumstances.

❏ During formal observations, provide hard copies of lesson plan to field supervisor and mentor teacher.

CLASSROOM INSTRUCTION

❏ Be the expert. Know and understand all principals and concepts of classroom material to ensure high levels of student learning and teaching competence.

❏ Sequence instruction in a logical way, scaffolding each activity for optimal understanding.

❏ Encourage and promote classroom creativity by accepting student’s ideas to enrich class experiences.

❏ Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills. Integrate visual, aural, and kinesthetic activities.

❏ Observe the varieties of behavior and learning styles amongst students in a world of diverse cultures in order to create a classroom atmosphere that enhances multicultural understanding.

❏ Become competent in creating and using instructional materials and techniques that are consistent with the instructional level of the students.
☐ Present directions in a calm, clear, sequential manner. Focus on positives vs. negatives.
☐ Develop critical thinking through the use of thought-provoking, open-ended questions.
☐ Choose a variety of formal/informal assessment tools and teach students to use self-evaluation in a positive, constructive manner.
☐ Provide lesson activities that require cooperation, teamwork, and promote respect and leadership.

THE STUDENT TEACHING EXPERIENCE

● The student teacher shall not serve as a substitute teacher at any time, even though the student teacher may be assuming full responsibility for classroom instruction.
● There must be some experience in teaching the class before the student teacher is left alone. Ordinarily, the student teacher should be given initial responsibility for only one class during the second week of his/her assignment. Additional responsibility should be added only as experience and success dictate.
● The mentor teacher will be out of the classroom for only short periods of time and in most cases should not exceed 30 minutes unless cleared with the building principal for a specific purpose related to the growth of the student teacher.
● In no case shall the mentor teacher be out of the classroom for the purpose of satisfying the school staffing of program needs outside of regular supervising or teacher duties.

STUDENT/ STUDENT TEACHER RELATIONSHIPS

☐ Create and maintain an invigorating, positive learning environment.
☐ Demonstrate respect for each student.
☐ Work with mentor teacher to create specific classroom management plans that complement your strengths as a new teacher.
☐ Maintain a firm, but professional and friendly relationship with each student.
☐ Practice awareness of students’ social and emotional needs.
☐ Be a respectful listener.
☐ Be their cheer section!

ROLE OF MENTOR TEACHER

Over the course of the student teaching quarter, you will gradually take on more of the classroom teacher’s responsibilities. Eventually, you will teach for longer periods of the day and continue to co-teach and co-plan with your cooperating teacher. Your mentor teacher is providing you with more than just a classroom within which to teach. In fact, your mentor teacher was selected because of his/her professional experience, commitment to the field of education, and willingness to work with a developing teacher. Therefore, your mentor teacher can be both a professional model and a mentor for teaching. Thus your mentor teacher not only helps you navigate the procedures of the
school, but also provides you with feedback and insight into developing and honing your own teaching techniques. The roles of the mentor teacher include:

- To prepare student teacher for full-time classroom responsibilities.
- To prepare students for incoming student teacher.
- To participate in an ongoing conversation with student teacher and field supervisor.
- To orient student teacher to students, classroom culture, calendars and schedules, facilities, resources, personnel.
- To model appropriate lessons, planning, and teaching.
- To demonstrate helpful methods and resources for creating daily lesson plans that are sequential and integrated.
- To explain and demonstrate importance of classroom management, and model best practices.
- To find designated times to work with the student teacher for planning purposes and to answer questions.
- To guide and practice quality lesson planning and self-reflection.
- To explain classroom protocols such as record keeping for attendance, grades, conduct, emergency, and health protocols.
- To guide the student teacher to improve effective use of time and time management in the classroom.
- To provide instruction how to set up classes for the upcoming school year.
- To allow student teacher to assume full responsibility for approximately last two weeks of student teaching assignment.
- To provide daily discussions that encourages reflective thinking about strengths/weaknesses of student teacher’s effectiveness in all planning/teaching processes.
- To confer with field supervisor on a continual basis.
- To complete a midpoint and final evaluation (TOP Reports) of the student teacher’s progress.
- To accept each student teacher as an individual and refrain from comparison of her/him with previous student teachers.
- To introduce the student teacher to professional journals, magazines, practitioner groups.

**ROLE OF FIELD SUPERVISOR**

To assess your progress, a field supervisor will observe you a minimum of two times during the quarter. The field supervisor will help you navigate your relationship with your mentor teacher and assist with other questions you may have about instruction and methods. Your mentor teacher will also evaluate your student teaching. Your field supervisor and the MAT Director determine your final grade for student teaching with the help of evaluations completed by your mentor teacher. Individual conferences with your mentor teacher and field supervisor follow each observation. It is during these post-observation conversations that the team (consisting of you, your field supervisor and your mentor teacher) will chart goals for growth that will help you focus on improving targeted aspects of your teaching over time.
A large part of your performance, as with all teaching, is contingent on effective and detailed planning for your classes. Therefore, it is necessary that you have lessons prepared and submitted to your field supervisor prior to the observation.

Although your field supervisor is responsible for grading your student teaching, he/she is also your mentor. In this role, your coach will not only offer suggestions and target areas for improvement, but will also note positive developments in your growth as a teacher. No one, including your field supervisor and mentor teacher, expects your lessons to go perfectly, especially when you’re just getting started. What matters most is your developing capacity to evaluate your own teaching through reflection and to take action to strengthen it. Being able to reflect on your performance in the classroom and the feedback that your field supervisor and mentor teacher provide will help you make adjustments for future classes. Therefore, you should look to your field supervisor and mentor teacher for formative feedback and incorporate their suggestions for improvement into your teaching.

**TEACHING AS CLINICAL PRACTICE IV**

The Teaching as Clinical Practice classes are an integral part of student teaching. The Teaching as Clinical Practice course is a time to collaborate and problem solve with other student teachers who experience similar struggles and successes. As this is a supportive community of practice, your attendance is beneficial to all other student teachers and your faculty. Your participation, sharing, and support of other teachers are integral for the course. The opportunity to reflect and recharge during student teaching is not only helpful, but also necessary.

Another integral aspect of the student teaching seminar is to provide guidance and preparation for your TPA 3 & 4 and CRP. Faculty will actively guide you in reflecting on your lessons and enacting Longy's teaching standards. Through weekly check-ins, reflective activities, and lesson planning workshops, faculty offer a variety of activities and workshops to better prepare you to teach the students in your class(es) so that it reflects your development throughout and the strengths of your student teaching experience.

**THE LONGY RESIDENCY PRACTICUM**

The Longy Residency Practicum is the yearlong context-specific apprenticeship, one of the key design elements of the MAT Program. Candidates are regularly engaged in community-based music education programs such as YOLA and at urban public school classrooms from September through June in a developmental cycle that begins with classroom observations and ends with full responsibility for the planning and implementation of learning experiences for students in public school classrooms under the guidance of an experienced mentor teacher and faculty supervisors from the MAT program. ED/Music 516-546 serves as a space for reflection during this apprenticeship and as a professional learning community, modeling the forms of collegiality and critical support that support continued professional development.
LONGY-BARD MAT CORE PROGRAM VALUES

DISCIPLINARY STEWARDSHIP
The MAT seeks to prepare teachers who self-identify with a specific disciplinary community, developing an affinity for its bodies of knowledge, inquiry practices, and epistemological conventions. These teachers accept the responsibilities of disciplinary expertise and make deliberate choices to participate in a community of scholars, inquirers, and practitioners. Disciplinary stewards demonstrate a capacity for and willingness to explore new ideas, question conventions, engaging in an open inquiry with peers, and otherwise learning from and contributing to an ongoing academic conversation with patience, civility, and transparency. Teachers who practice such stewardship are committed to continually acquiring new knowledge and otherwise exhibiting a unique passion for and intellectual confidence in their specific content area.

LEARNER-CENTERED INSTRUCTION
The MAT seeks to prepare teachers who possess a developed pedagogical understanding of how knowledge is created, organized, and acquired by adolescent learners and who demonstrate capacity to design instructional experiences that encourage disciplined inquiry in classroom settings. Such teachers consider the intellectual development of students, seek reflection and precision in lesson planning, elicit and respond to student thinking in and through classroom practices, consider effective ways to evaluate and promote continual student growth, and ask bold reflective questions about their own instructional effectiveness. Ideal program graduates exhibit leadership, confidence, a degree of humility and willingness to engage in ongoing evidence from students to continually revise teaching practices.

INFORMED CARING PROFESSIONALISM
The MAT seeks to prepare competent, curious, confident, and caring educational professionals who are appropriately reflective about their chosen vocation, knowledgeable about educational institutions, and thoughtful about the various roles teachers play in schools and society. Such professionals are articulate about their educational values, understand the political contexts and conventions of schooling, learn from students and their communities, seek support and resources from colleagues, act with courage, conviction, and humility, maintaining high expectations for students while acknowledging the institutional constraints and unique challenges of schooling in a diverse democracy.
**SUPPLEMENTAL RESOURCES & SAMPLE FORMS**

1. WEEKLY RESPONSIBILITIES SCHEDULE TEMPLATE
2. WEEKLY RESPONSIBILITIES SCHEDULE COMPONENTS
3. LESSON PLAN TEMPLATE
4. LESSON PLAN COMPONENTS
5. TRACKING OF PROGRESS (TOP) FORMS PHASE I
6. TRACKING OF PROGRESS (TOP) FORMS PHASE II
7. LONGY MAT TRACKING OF PROGRESS (TOP) OVERVIEW

**WEEKLY RESPONSIBILITIES TEMPLATE**
*To be determined by mentor teacher and student teacher*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>PRIMARY RESPONSIBILITIES (TBD by Mentor/Student Teacher)</th>
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## WEEKLY RESPONSIBILITIES COMPONENTS

*To be determined by mentor teacher and student teacher*

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<tr>
<th>WEEK</th>
<th>PRIMARY RESPONSIBILITIES (TBD by Mentor/Student Teacher)</th>
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<tr>
<td>1</td>
<td>Observations, assisting, participation in activities. Focus on learning classroom routines, observing students and mentor teacher. Team teaching welcomed, when ready.</td>
</tr>
<tr>
<td>2</td>
<td>Observations, assisting, team teaching, begin co-planning and teaching 1-2 class activities per day. Gradually add responsibilities for student teacher. Visit other classrooms if applicable and agreed upon by mentor teacher and other class teachers.</td>
</tr>
<tr>
<td>3</td>
<td>Co-plan and teach 3-4 activities per day. Gradually add responsibilities. Continue class participation and observations when mentor teacher leads. Use recording device to record lessons by mentor teacher, if appropriate.</td>
</tr>
<tr>
<td>4</td>
<td>Co-plan and teach 1-2 classes per day. Gradually add responsibilities. Continue class participation and observations when mentor teacher leads. Use recording device to record lessons by mentor teacher, if appropriate.</td>
</tr>
<tr>
<td>5</td>
<td>Co-plan and teach 3-4 classes per day. Gradually add responsibilities. Continue class participation and observations when mentor teacher leads.</td>
</tr>
<tr>
<td>6</td>
<td>Plan and teach 1-2 classes per day. Rotate amongst classes if possible.</td>
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<tr>
<td>7</td>
<td>Plan and teach 2-3 classes per day. Rotate amongst classes if possible.</td>
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<tr>
<td>8-10</td>
<td>Full Responsibility: Work side by side with mentor teacher on curriculum, lesson planning, pacing, class management. Full responsibility of teaching left to discretion of mentor teacher.</td>
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</tbody>
</table>
NAME: ___________________________  CLASS PERIOD: ___________  SUBJECT: ______________

DATE Turned IN: _________________________ DATE TAUGHT: _______________________

Aim(s) or Objective(s):

CA State Standards:

Materials:

Classroom Procedures & Time Breakdown:

Closure:

Lesson Extension or Modifications:

Assessment and Evaluation of Learning:

Self-Reflection:
LONGY SCHOOL OF MUSIC OF BARD COLLEGE
LESSON PLAN COMPONENTS

NAME: ___________________________ CLASS PERIOD: ___________ SUBJECT: _______________

DATE TURNED IN: _______________ DATE TAUGHT: ______________________

Aim(s) or Objective(s):
Learning goals: What will students learn through this lesson? Write in specific terms. State what
you want students to know or be able to do by the end of this lesson.

____________________________________________________________________________________________________________

CA State Standards:
List specific CA standards used in your lesson. Be sure to vary CA standards throughout your
lessons.

__________________________________________________________________________________________________________________

Materials:
List all materials that will be needed for your lesson. Be sure materials are in place and ready ahead
of time.

__________________________________________________________________________________________________________________

Classroom Procedures & Time Breakdown:
Sequencing your class structure and describing what will happen during each part of the lesson.
Include transitions, classroom management, sequential learning. Estimate how long each part of the
lesson will take. Writing it down helps you think through the flow of class and lessens the chances
of not getting through entire lesson or having a proper closure to your class each day.

__________________________________________________________________________________________________________________

Closure:
Include both steps for review and future learning in your lesson plan

__________________________________________________________________________________________________________________

Lesson Extension or Modifications:
How can you extend this lesson for future classes and deeper understanding amongst students? What must be modified in your lesson for next time? Were modifications necessary for individual or groups of students?

__________________________________________
________________________________________________________________________

Assessment and Evaluation of Learning:
How did you assess and evaluate student learning? What techniques were employed to gain an understanding of student learning?

__________________________________________
___________________________________________________________________________________________________

Self-Reflection:
What went well with this lesson? What did not go well? What should be done differently in the future? Add any notes about the class or individual students here.

__________________________________________________________________________________________________________________
**Longy School of Music of Bard College**

**MAT STUDENT TEACHING ASSIGNMENT**

**Spring Evaluation Phase I**

**Tracking of Progress (TOP) Evaluation Form**

Name of Student: ____________________________________________________

Name of Mentor Teacher: ____________________________

Name of Field Supervisor: ____________________________

To the field supervisor and mentor teacher: Please fill out the following evaluation of your MAT candidate for the Spring quarter, Phase I. As you do so, make specific references to the different descriptors and critical attributes in the TOP form rubric. We expect the MAT candidates to have reached “Satisfactory” in all competencies. If there are any areas in which you assess the candidate as “Unsatisfactory” or not yet satisfactory, please provide us with a detailed explanation, so that we can properly support the candidate. Your assessment, along with the mentor’s assessment and the candidate’s self-assessment, will serve as the basis for end-of-student teaching evaluation.

<table>
<thead>
<tr>
<th>1. Demonstrating Knowledge of Students.</th>
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<tbody>
<tr>
<td>Please check one:</td>
<td>Unsatisfactory □</td>
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<tr>
<td>Comments:</td>
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<tr>
<th>2. Setting Instructional Outcomes.</th>
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<td>Please check one:</td>
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<th>5. Establishing a culture of Encouragement, Support, and Challenge.</th>
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<td>Please check one:</td>
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### 6. Managing Classroom Procedures.

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<th>Satisfactory □</th>
<th>Proficient □</th>
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### 7. Promoting positive Student behavior

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<th>Proficient □</th>
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### 12. Meeting Professional Obligations

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### 13 Purposeful Observation

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Longy School of Music of Bard College
MAT STUDENT TEACHING ASSIGNMENT
Spring Evaluation Phase 2
Tracking of Progress (TOP) Evaluation Form

Name of Student: ____________________________________________________

Name of Mentor Teacher: _________________________________________

Name of Field Supervisor: _________________________________________

To the field supervisor: Please fill out the following evaluation of your MAT candidate for the Spring quarter, Phase II. As you do so, make specific references to the different descriptors and critical attributes in the TOP form rubric. We expect the MAT candidates to have reached “Satisfactory” in all competencies. If there are any areas in which you assess the candidate as “Unsatisfactory” or not yet satisfactory, please provide us with a detailed explanation, so that we can properly support the candidate. Your assessment, along with the mentor’s assessment and candidate’s self-assessment, will serve as the basis for end-of-student teaching evaluation.

### 3. Designing assessments

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<th>Proficient □</th>
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Comments:

### 4. Designing Coherent Instruction

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<th>Satisfactory □</th>
<th>Proficient □</th>
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### 8. Using Questioning and Discussion Techniques.

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<th>Distinguished □</th>
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9. Using Assessment in Instruction

Please check one:

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Comments:

10. Demonstrating Flexibility and Responsiveness.

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Comments:

11. Incorporating writing and Thinking

Please check one:

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Comments:
<table>
<thead>
<tr>
<th>1 Demonstrating Knowledge of Students</th>
<th>Candidate designs instruction that incorporates evidence of how students make meaning of content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Setting Instructional Outcomes</td>
<td>Candidate sets clear, realistic, and challenging instructional goals that are learner-centered and authentic to the discipline.</td>
</tr>
<tr>
<td>3 Designing Assessments</td>
<td>Candidate designs clear assessments, aligned with instructional goals, to obtain beneficial ongoing feedback and to incorporate evidence of student progress into future planning.</td>
</tr>
<tr>
<td>4 Designing Coherent Instruction</td>
<td>Candidate designs sequential learning experiences aligned to instructional outcomes that help students make more complex meaning over time.</td>
</tr>
<tr>
<td>5 Establishing a Culture of Encouragement, Support, and Challenge</td>
<td>Candidate encourages students, both collectively and individually, to persevere through challenging assignments and believe in their ability to achieve at a high level.</td>
</tr>
<tr>
<td>6 Managing Classroom Procedures</td>
<td>Candidate organizes predictable classroom procedures, well-paced lessons, efficient transitions, and appropriate instructional grouping in ways that contribute to student learning.</td>
</tr>
<tr>
<td>7 Promoting Positive Student Behavior</td>
<td>Candidate establishes clear expectations, provides a safe, affirming learning environment for all students, monitors behavior, anticipates problems, and otherwise minimizes disruptions to student learning.</td>
</tr>
<tr>
<td>8 Using Questioning and Discussion Techniques</td>
<td>Candidate structures discussion so that all students engage with questions (both the candidate’s and their own) that challenge and extend thinking, offer evidence of student progress, and promote meaningful disciplinary inquiry.</td>
</tr>
<tr>
<td>9 Using Assessment in Instruction</td>
<td>All students receive timely, substantive and constructive feedback. Candidate makes use of assessment to adapt instruction to student needs.</td>
</tr>
<tr>
<td>10 Demonstrating Flexibility and Responsiveness</td>
<td>Candidate adjusts instruction and alters pacing when necessary based on student feedback.</td>
</tr>
<tr>
<td>11 Incorporating Writing and Thinking</td>
<td>Candidate asks all students to regularly engage in writing practices that foster questioning, close reading of texts, analysis, reflection, &amp; collaboration.</td>
</tr>
<tr>
<td>12 Meeting Professional Obligations</td>
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<tr>
<td>Candidate understands and adopts characteristics expectant of public school teachers and educational communities.</td>
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### 13 Purposeful Observation
Candidate makes routine use of ongoing, disciplined, and appropriate observations to understand the contexts of teaching and learning and to grow professionally.

#### The Discipline (music)

### 14 Learning Music in a Social Context
Candidates understand the complex factors that comprise students' identity (such as) demographics, cultural backgrounds and neighborhood contexts, and how these factors influence teaching and learning music in an urban environment; they employ various strategies for building a respectful, empathetic community of learners with an emphasis on development of citizenship and social responsibility.

### 15 Building Musical Skills
Candidates learn various developmentally appropriate strategies and approaches for skills building in the music classroom. They learn the importance of integrating body, spirit and mind in designing effective classroom experiences. They are empowered to create their own pedagogical approach, having experienced and reflected on a variety of methods, rather than to mimic one particular method.

### 16 Choosing Repertoire
Candidates have an understanding of age-appropriate repertoire for instrumental and general music purposes. They use repertoire from a variety of historical periods and cultures – and understand how this context affects performance. They are adept at using repertoire for a variety of instruments and voices. They understand the theoretical underpinnings of the repertoire they present.

### 17 Artistic Perceiving and Aesthetic Valuing
Candidates demonstrate an ability to use a variety of tools to analyze, respond to and critique music of diverse social and historical contexts. They are able to create age-appropriate opportunities for their students to learn the skills of describing, analyzing and responding to music.

### 18 Working with Ensembles
Candidates are adept at leading and facilitating ensembles both large and small, including conducting, leading various combinations of instruments and voices, leading sectionals, and facilitating mentorship among student musicians.

### 19 Making Connections
Candidates demonstrate an ability to make connection between musical concepts and concepts in other disciplines; they are able to guide their students in the discovery of these connections.
They also connect the social aspects of music making to the social skills of living and working in a community that is responsible for all its members.

20 Modeling
Candidates understand the importance of bringing their own musical artistry into the classroom – modeling the skills of performance, reflection, and musical interpretation. They combine the skills of theory (analysis), history and performance in their own artistry – modeling for students that these three areas exist as an integrated body of knowledge. They also help students build awareness of possible career paths in music.

Longy-Bard MAT Tracking of Progress (TOP) competencies are closely connected to the California Teaching Performance Expectations (TPEs) (See complete text of TPEs in Appendix A of CalTPA Handbook, at www.ctc.ca.gov/.../candidatehandbook-appendixa-tpes.pdf)