

ITHACA COLLEGE  
Music Education Department



Cooperating Teacher Handbook  
2020-2021

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Dear Colleague,

I am writing to thank you for the important role you play in teaching and mentoring the next generation of teachers. While in some ways the role that music plays in human lives has not changed in tens of thousands of years, the landscape in which we do music education, and the means by which we train, certify and deploy music teachers, has perhaps never been changing more rapidly than it is today. Pressures on the profession that stem from limited financial resources, constantly changing accreditation and assessment requirements, and conflicting philosophies and viewpoints surrounding education have made your role in this process ever more challenging, but more important than ever.

We are profoundly grateful to have you as a vital partner in the education of our students. Thank you for being willing to share your experience and wisdom with them. If there is something that I can do to support your work, or information you think is useful for me to share with our faculty here, please do not hesitate to call on me.

Sincerely,  
Karl Paulnack  
Dean, School of Music

## **THE PLACEMENT PROCESS**

Ithaca College takes great pride in its students, and seeks to place each one with a mentor (cooperating teacher) who is associated with a highly respected choral, band or orchestral program. The cooperating teacher has also demonstrated an interest in promoting the development of the next generation of music educators.

In recent years, it has been the aim of the IC Music Education department to increase the number of regions in which senior student teachers can be placed. This allows us to create more student teacher placement situations where the student can live at home or with a relative, the family home of a fellow student, etc., thereby eliminating some of the cost frequently associated with student teaching.

In order for this to happen, three criteria must be met:

1. *There must be enough interest in a specific region to make it worthwhile to put the support system in place.*

This can be very dynamic, shifting from year to year. In 2014-15, we had a large number of students requesting the Rochester area, and only a couple asking for placements on Long Island and in NYC. For the past few years, the numbers have reversed. Only a few students have requested Rochester, and a large number have requested Long Island and NYC.

2. *The college must have someone in that region qualified to act as the student's Ithaca College supervisor.*

In addition to the current Music Education faculty, the college has created a network of respected educators in the regions we serve. Most often these are retired public school and college music educators who themselves created and maintained the caliber of music education program we seek for our students. Often, they are Ithaca College alumni. These educators perform the visitations and do the assessment.

3. *Students completing a combined Music Education/Performance degree.*

The majority of the students who complete their student teaching in a given year are seniors. Ithaca College offers a 4½ year combined Music Education/Performance degree. Some of these students defer their student teaching experience until that final 9<sup>th</sup> semester.

4. *Students who wish to commute from campus.*

A large number of students state a preference each year for a placement that is considered to be within commuting distance of the Ithaca College campus. In placing these students, a one-hour commute is considered maximum. It is the teachers and programs that fit within that one-hour travel limit who are most apt to be asked year after year to host a student teacher.

## **PLACEMENT PROCESS TIMELINE**

### **MUSIC STUDENT TEACHING PLACEMENT TIMELINE**

<b>Date</b>	<b>Item</b>	<b>Initiated by...</b>	<b>Completed by...</b>
Early October	Meet with all students intending to student teach in the upcoming school year	Music Ed Chair & Director of Senior Music Student Teaching Placement	Music Ed. Chair & all students intending to student teach in the upcoming school year
Mid-October	Application for Senior Student Teaching	Director of Senior Music Student Teaching Placement via Shannon Hills	All students intending to student teach in the upcoming school year
November	Senior Student Teaching Candidate Evaluation	Director of Senior Music Student Teaching Placement via Kitty Whalen	Music Faculty
December	Initial On-Campus Interviews	Director of Senior Music Student Teaching Placement	Director of Senior Music Student Teaching Placement & Student Teacher Candidates
January-February	Tentative placements made for the upcoming school year	Director of Senior Music Student Teaching Placement	Director of Senior Music Student Teaching Placement
March	Tentative placements forwarded to ACTEC Field Placement Coordinator	Director of Senior Music Student Teaching Placement	Director of Senior Music Student Teaching Placement
March-April	Written confirmation of placements	IC Field Placement Coordinator	IC Field Placement Coordinator
May	Senior Student Teacher Orientation	Music Ed Chair	Director of Senior Music Student Teaching Placement, Music Ed Chair, IC Field Placement Coordinator, Students

Transportation and housing are the responsibility of the student teacher. We do not guarantee student teachers will be placed in a school that is accessible by public transportation. Students are encouraged to live in the community where they are assigned to teach. Arrangements for housing in the assigned community are the responsibility of the student teacher. Housing arrangements can be made through the cooperating teacher, local real estate agencies, or former student teachers. We strongly recommend that students minimize time commuting in order to get the most out of the student teaching experience. Most cooperating teachers are involved in evening and some weekend rehearsals and performances, and students are expected to participate in all of these. If students have unique and specific housing needs, they should meet with the Music Education Placement Coordinator to discuss their options.

## **ASSESSMENT**

You will be asked to complete an assessment of your student teacher twice: at the midpoint of the student's placement and again at the end. At the appointed time, an electronic link to the actual document will be sent to you from the college's Education Department. The evaluation will be done online, and includes the following Standards for all teacher candidates, plus specific standards for Music Educators.

### **Ithaca College/InTASC Teaching Standards**

#### **The Learner and Learning**

##### Standard #1: Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

##### Standard #2: Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

##### Standard #3: Learning Environments

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### **Content Knowledge**

##### Standard #4: Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: Application of Content

The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Instructional Practice**

#### Standard #6: Assessment

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate's and learner's decision making.

#### Standard #7: Planning for Instruction

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#### Standard #8: Instructional Strategies

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Professional Responsibility**

#### Standard #9: Professional Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#### Standard #10: Leadership and Collaboration

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The mid-point and final evaluation forms for each student teaching experience will be completed electronically by the College Supervisor, the cooperating teacher, and the teacher candidate (self-evaluation). However, in preparation for the online evaluation, some individuals find it useful to print a hard copy of the assessment available here:

<https://www.ithaca.edu/actec/docs/MusicEducation/>

## **FINAL GRADE**

The **final grade** for student teaching is determined by the Ithaca College supervisor, with input from the cooperating teacher. The grade is not entered into the system until the student has submitted the preliminary edTPA material (*see edTPA section*).

**IMPORTANT: A minimum grade of C+ is required in order to successfully complete Senior**

## **Student Teaching.**

### **PROFESSIONAL QUALITIES AND DISPOSITIONS**

The Professional Qualities and Dispositions are considered so fundamental to the students attitude and professional self that it is required they achieve a minimum of “Meets Expectations” in all categories in their final assessment. If you have concerns about your student teacher in any of these areas, please contact the Ithaca College supervisor immediately.

## **Ithaca College Teacher Education Professional Qualities and Dispositions**

*Revised January 27, 2016*

### **I. Professional Responsibility**

1. Maintains a professional appearance; dresses according to program and school guidelines.
2. Arrives on time for classes, field-based experiences, and meetings.
3. Prepares fully for classes, field-based experiences, and meetings; submits assignments and reports on time.
4. Abides by college, school, department, program, field placement, and professional association policies and procedures.

### **II. Collaboration and Communication**

1. Fosters positive relationships and collaborates with a variety of target groups (e.g.: students, families, colleagues, local community members, etc.) as appropriate.
2. Treats others with dignity, respect, and fairness.
3. Speaks and writes clearly, effectively, and appropriately.
4. Maintains professionally appropriate etiquette in all forms of communication.
5. Respects privacy and confidentiality of information where appropriate.

### **III. Reflective Practice and Professional Development**

1. Critically examines own practice.
2. Responds well to and incorporates feedback.
3. Uses available resources and explores additional ones in an effort to improve teaching and support student learning.
4. Engages in positive problem solving when challenges arise.
5. Seeks out and participates in professional development opportunities.

### **IV. Commitment to Affirming All Students**

1. Examines own frames of references (including but not limited to race, culture, gender, language, abilities, ways of knowing) to uncover and address the potential biases in these frames.
2. Communicates respect for learners as individuals with differing personal and family backgrounds and various assets, skills, perspectives, talents, and interests.
3. Demonstrates commitment to incorporating knowledge of learners’ diverse strengths in instruction.



4. Holds oneself accountable for all students' learning.
5. Demonstrates high expectations that are developmentally appropriate for each individual learner.

## **WHAT CAN I EXPECT FROM MY STUDENT TEACHER?**

### **Obligations outside the school day**

Your Ithaca College student teacher should experience the same day as you. If you have a meeting after school, and it is appropriate for them to attend, they should. This should include department and faculty meetings. If your Music Boosters meet in the evening, they should be there. If you have weekend rehearsals, so do they.

**IMPORTANT:** *Ithaca College student teachers are told that they should avoid on-campus activities that conflict with their student teaching obligation. If they tell you that they have a conflict on campus, please contact the assigned Ithaca College supervisor immediately.*

If you are involved in activities that are not related to the music department, please present them to the student teacher as an option. This would include being a club advisor or the coach of an athletic team. It would then be up to the student whether or not to participate as a volunteer. Being vocal director, musical director, or pit conductor of the school musical would be considered part of the student teacher's obligation. However, building or painting sets would not.

### **Lesson Plans**

Your students should be expected to create written lesson plans for every teaching experience. Feel free to introduce them to the same format that would be expected of a beginning student in your district. The Ithaca College supervisor will expect to be given plans for the lessons, classes and rehearsals they will be observing.

### **Clerical work**

It should not be expected of your Ithaca College student teacher that they should file all of last year's music, clean your desk, etc.

### **Dress**

Ithaca College students are told that they are to dress as an adult professional, rather than as a student. They are reminded that there will already be enough difficulty separating themselves from their students. Dressing as an adult is one easy way to help the process. They are also reminded that they are to adhere to the code below even if the faculty of the host school dressed in a more casual fashion.

Dress slacks (chinos or better) or skirt/blouse combination or dress (modest length); dress shirt, tie, dress shoes, dark socks. No jeans or sneakers.

If there are concerns regarding the dress or personal hygiene of an Ithaca College student teacher, please contact the Ithaca College supervisor right away.

## **HOW CAN I HELP MY STUDENT TEACHER?**

### **Involve them early**

It is expected that the student teaching experience will start with observation. As quickly as possible, however, please work to get them involved in your rehearsals, lessons and classes. Preferably, by the end of the first week, they are capable of conducting warm-ups in rehearsal, teaching entire individual and small-group lessons, and teaching portions or all of theory, history and general music classes.

### **Forms and processes**

Introduce the student to the way things are done in your district. Sample forms and an explanation of the process for requisitioning a bus or the use of district facilities would be helpful. How does your department and district prepare its annual budget? As a beginning teacher, your student teacher will encounter similar processes.

### **Arrange an introduction to building and district administrators**

Please introduce your student teacher to your building principal and other administrators as are available. In the past, some principals have volunteered to observe the student teacher and do an informal evaluation in the same format they might use with a beginning music teacher.

### **Allow them to select a piece to teach and conduct with every ensemble**

Even if the block in question does not end with a formal concert, giving your student teacher a piece to take from initial exploration to performance ready is a great experience. Using this approach with your jazz band, chamber singers and other smaller ensembles gives the student teacher the most varied and valuable experience possible.

### **Encourage them to spend time with your music library**

You will probably have the greatest say in the selection of that one piece for every ensemble, drawing on your knowledge of the piece's difficulty and specific challenges, as well as the needs of your ensembles in terms of concert programming, etc. Encourage the student teacher to look at the rest of your music library. Ask them to put together a sample program for a specific concert occasion. Give them a hypothetical ensemble and have them select a piece that would be appropriate. Have them explain why they chose it. Discuss your approach to the challenge of putting together a well-crafted concert program.

### **Gradually increase their ensemble instruction time**

Before the supervisor's third and final observation, the student teacher should be given the opportunity to conduct an entire rehearsal, including pieces other than the one piece that is their primary focus. Help them discover how to construct a rehearsal, how the pacing should feel, etc. Insist that they perform detailed score study on the other pieces. The supervisor will be looking to evaluate the student teacher on precisely these points.

### **Help them to be a better conductor**

All students who begin their Senior Student Teaching have successfully completed the pre-requisite Conducting classes. However, they have not had the concentrated opportunity for improvement that comes with the substantial podium time they'll have in front of your band, orchestra or chorus. Observe their technique, and share your valuable expertise and experience. Insist on their fundamentals, while helping add to their palette of available advanced tools and expressive gestures.

### **Don't head for the faculty room**

You and your program were selected in large part because of the contributions you can make as a mentor. Stay engaged in the rehearsals and lessons, at first making suggestions as they occur, then offering an opportunity for "talk-back" upon conclusion of the rehearsal. This is a great opportunity to team teach. While they're on the podium, sing in the tenor section or play along with the third trombones. Insist that the student teacher do the same when you're in front of the group. Guide them to understand why you do the things you do, and what techniques you avoid.

## **PROGRESSION OF STUDENT TEACHER RESPONSIBILITIES**

Senior student teaching is a culminating clinical experience for teacher candidates. Over the course of the placement, student teachers should assume increasing responsibilities until they are acting as the lead teacher. As the placement progresses, it is appropriate for the student teacher to sometimes be left alone with students. These independent teaching opportunities offer the student teacher insight into their teacher identity and the ways in which P-12 students interact differently with them when you are not present. If possible, you and the student teacher should discuss plans for independent teaching in advance so the student teacher is prepared to sustain a positive learning environment for the P-12 students. Independent teaching should always be for the benefit of the student teacher and P-12 students. You should communicate with the Ithaca College supervisor if you feel independent teaching is inappropriate because the student teacher isn't prepared or the class cohort is specifically challenging.

## **COMMITMENT TO COMMUNITY**

Our commitment to the communities in which we place teacher candidates is a critical component of our teacher preparation programs. In the student teaching experience, candidates are expected to engage with all members of the school community, both inside and outside of the classroom. Student teachers are encouraged to immerse themselves in the school community, including non-classroom duties (cafeteria duty, playground duty, faculty meetings, co-curricular activities, family conferences, etc.), as long as it is for the benefit of the student teacher and the P-12 students. Student teachers should not be removed from their scheduled instructional responsibilities in order to supervise non-instructional activities. Appendix L offers examples of how community engagement might occur.

## **edTPA (TEACHER PREPARATION ASSESSMENT)**

New York uses the final capstone evaluation of student teachers (edTPA) to assure quality of pre-service teachers' ability to PLAN, INSTRUCT, and ASSESS their students. Toward that end, the student teachers need to complete a formidable project that consists of 15 rubrics (5 in each category) demonstrating their abilities. It is a largely independent project our students have been given considerable training in before they come to you.

They may have some guidance from you in the form of choosing/creating the proper setting ("class"), what those students might need at this stage of their music education, some general information about the school itself, and ideas that might yield a successful learning segment (the 3-5 lessons they will ultimately plan/instruct/assess). Knowing this is an independent project, however, limits your involvement by allowing the student teacher to carry out their ideas with somewhat less help from you. If you're not sure about your level of involvement or if more information is requested, please feel free to contact Dr. Susan Avery, the music education edTPA coordinator, at Ithaca College ([savery@ithaca.edu](mailto:savery@ithaca.edu)).

### **Overview**

First, a short document ("Context for Learning") is created which briefly describes the setting the student teacher is working within. They have the questions that must be answered about the setting and includes if any student in the 'class' has special learning needs (for which they MUST account planning, instructing, and assessment accommodations).

The first section of edTPA is PLANNING which includes 5 rubrics on which the teacher is assessed:

- 1- **Planning for developing student knowledge and skills in the performing arts** ("how do plans build to help students to create, perform, and/or respond to

- music and make connections to knowledge/skills, contextual understandings, and artistic expression?”)
- 2- **Planning to support varied student learning needs** (“how does the candidate use knowledge of their students to target support for them to create, perform, and/or respond to music and apply knowledge/skills, contextual understandings, and artistic expression?”)
  - 3- **Using knowledge of students to inform teaching and learning** (“how does the candidate use knowledge of their students to justify instructional plans?”)
  - 4- **Identifying and supporting language demands** (“how does the candidate identify and support language demands associated with a key performing arts learning task?”)
  - 5- **Planning assessments to monitor and support student learning** (“how are the informal and formal assessments selected or designed to monitor students’ development of knowledge/skills, contextual understandings, and artistic expression through creating, performing, or responding to music?”)

In addition to submitting the 3-5 plans (their choice), the students must provide extensive written work explaining how they have made their decisions (called Planning Commentary). There is a commentary section (with prompts they must answer) after each of the 3 parts (Plan, Instruct, Assess) and is expected to be done with care and considerable writing (e.g. the commentary after the Planning rubrics is limited to “9 single spaced pages”!!!!).

The second section of edTPA is INSTRUCTING which includes 5 rubrics on which the teacher is assessed:

- 6- **Learning environment** (“how does the candidate demonstrate a positive learning environment that supports students’ engagement in learning?”)
- 7- **Engaging students in learning** (“how does the candidate actively engage students in creating, performing, or responding to music to develop knowledge/skills, contextual understanding, and/or artistic expression?”)
- 8- **Deepening student learning** (“how does the candidate evoke student performances and/or responses to support students’ application of knowledge/skills, contextual understandings, and/or artistic expression?”)
- 9- **Subject-specific pedagogy** (“how does the candidate use modeling, demonstrations, and content examples to develop students’ knowledge/skills, contextual understandings, and/or artistic expression for creating, performing, or responding to music?”)

- 10- **Analyzing teaching effectiveness** (“how does the candidate use evidence to evaluate and change teaching practice to meet students’ varied learning needs?”)

In addition to the written commentary section as described above, the candidate submits TWO 10-minute video clips of them teaching.

The third section of edTPA is ASSESSING which includes 5 rubrics on which the teacher is assessed:

- 11- **Analysis of student learning** (“how does the candidate analyze evidence of student learning relative to applying knowledge/skills, contextual understandings, and/or artistic expression within music?”)
- 12- **Providing feedback to guide learning** (“what type of feedback does the candidate provide to focus students\*?”)
- 13- **Student use of feedback** (“how does the candidate support focus students\* to understand and use the feedback to guide their further learning?”)
- 14- **Analyzing students’ language use and performing arts learning** (“how does the candidate analyze students’ use of language to develop content understanding?”)
- 15- **Using assessment to inform instruction** (how does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?)

\*focus students = candidate chooses 3 out of the ‘class’ to submit their work along with candidates’ feedback to edTPA (Pearson)

In addition to the written commentary section as described above, the candidate submits examples of their assessment(s) – can be written or aural – along with work from the 3 focus students.

**IMPORTANT:** *The candidate **must** secure written permission from the parent/guardian of **all** students who will be seen in the video. A suitable form is provided by Ithaca College.*

**APPENDIX A: Prerequisites for Senior Student Teaching**  
*(for completion by the student prior to being declared eligible to student teach)*

**Prerequisite Coursework**

Prerequisite course work includes all of the following:

1. A minimum cumulative GPA of 2.7.
2. Successful completion of Music Theory course MUTH-10100, MUTH-12100, MUTH-12200, MUTH-22100, and MUTH-22200 – or the corresponding honors courses
3. Successful completion of Sightsinging course MUTH-13300, MUTH-13400, MUTH-23300, and MUTH-23400 – or the corresponding honors courses
4. A minimum cumulative average of C+ in major performance area
5. Successful completion of MUED 10100, MUED 10200, MUED 20100, MUED 20200 with a minimum cumulative average of C+.
6. Successful completion of Contemporary Ensembles in the Public schools MUED-28000, MUED- 28100, or MUED-28200 with a minimum grade of C+.
7. Successful completion of Music Education for Children MUED-26700 with a minimum grade of C+.
8. Successful completion of Choral Conducting MUED-30100 and MUED-30200, or Instrumental Conducting MUED-30300 and MUED-30400 with a minimum cumulative average of C+
9. Successful completion of Junior Student Teaching and Rehearsal Lab: Vocal (MUED-36900 and MUED-38000) or Junior Student Teaching and Rehearsal Lab: Band (MUED-37100 and MUED- 38100) or Junior Student Teaching and Rehearsal Lab: Orchestra (MUED-37200 and MUED- 38200) with a minimum cumulative average of C+
10. Successful completion of core subjects in each emphasis.
  - A. Vocal Emphasis
    1. Classroom Instruments MUED-24600 with a minimum grade of C+
    2. Teaching Vocal-General Music MUED-36000 with a minimum grade of C+
    3. General and Choral Music in Secondary School MUED-36800 with a minimum grade of C+
    4. Keyboard Musicianship PFSM-17100, 17200, 27300 with a minimum cumulative average grade of C+

B. Instrumental Emphasis

1. Secondary instruments through Junior year with a minimum cumulative average of C+
2. Teaching Instrumental Music MUED-36200 with minimum grade of C+
3. String Pedagogy MUED-34700 (for string majors) or Wind Pedagogy MUED-37500 (for wind and percussion majors) with a grade of C+

11. Successful completion of proficiency examinations in each emphasis in the semester prior to student teaching (see next section).

### **Prerequisite Proficiency Examinations**

All proficiency examinations must be completed within one block (normally Block III of junior year) and by the last day of classes in that block. Failure to pass proficiency requirements in any of the given areas during this period will delay the start of student teaching. Exceptions to this policy may be granted by the Music Education Chairperson for unusual circumstances.

I. Instrumental Emphasis

A. Each student will play a proficiency examination on each secondary instrument of their course of study before being assigned to Senior Teaching. For those instruments being studied during the semester of proficiencies, the final course examination will constitute the proficiency.

B. General Requirements

1. Winds

The student will be able to demonstrate or explain:

- a. basic fingering or positions for the practical range of each instrument including alternate and trill fingerings where possible.
- b. the principles of tone production for each instrument.
- c. the production and control of the tone of each instrument in terms of posture, position of the instrument, embouchure, breath support, attacks, releases, and selected styles of articulation.
- d. the interval of transposition for each instrument.
- e. the ability to perform music at sight up to level of grade II-III (NYSSMA) difficulty.
- f. the ability to perform a prepared grade III-IV etude or solo (the etude or solo that served as the final exam for the related secondary class).
- g. the ability to perform a chromatic scale, full range.
- h. the ability to perform major scales through four sharps and four flats, entire range.



## 2. Strings

The student will demonstrate:

- a. correct set-up
  - instrument to body
  - left and right hand positions on each instrument.
- b. basic bowings on each instrument including:
  - detaché
  - martelé
  - spiccato
  - staccato
  - slurring
  - string crossing
- c. the ability to produce good sound.
- d. the ability to play major scales of C and up to three flats and sharps for one octave on bass and two octaves on the other stringed instruments.
- e. the ability to vibrate or explain pedagogical techniques for vibrato.
- f. the ability to perform music at sight up to level of grade II-III (NYSSMA).
- g. the ability to perform a prepared grade III-IV etude or solo (the etude or solo that served as the final exam for the related secondary class).

## 3. Percussion

The student will demonstrate:

- a. the ability to play a snare drum including:
  - single stroke
  - double bounce stroke
  - multiple bounce stroke
  - repeated stroke
  - open roll, closed roll (multiple bounce roll) from piano to forte-simple drum parts as found in march and overture literature.
- b. the ability to perform music at sight up to the level of grade II-III (NYSSMA) difficulty.
- c. the ability to describe playing techniques and equipment for bass drum, timpani, cymbals, Latin instruments, and other miscellaneous percussion instruments.
- d. the ability to perform a prepared grade III-IV etude or solo (the etude or solo that served as the final exam for the related secondary class).

## II. Vocal Emphasis

- A. Each student will perform a proficiency examination to demonstrate vocal and keyboard competencies before being assigned to Senior Student Teaching.
- B. General Requirements: Keyboard Competency  
The student in General/Vocal Music Education Emphasis can demonstrate sufficient functional skills to employ the piano as a teaching tool in grades K-12.

### 1. Criteria:

The student will:

- a. play an arrangement of a patriotic song.
- b. play a piano accompaniment from any textbook series (use the teacher accompaniment book).
- c. play a harmonization of an assigned melody without the aid of chord symbols.
- d. play single lines and combinations of two neighboring lines from an open SATB score.
- e. play two vocal warm-ups in ascending or descending keys. The right hand will play the actual vocal warm-up and left hand will play the supporting chords. (See example below, quarter note = 60, both hands)



- f. transpose at sight a melody from any textbook music series.
- g. harmonize a melody at sight with the aid of chord symbols.
- h. improvise a short piece (with musical syntax) to elicit a kinesthetic response (e.g., "ice skating")

## 2. Evaluation Methods:

Utilizing selected materials introduced in class piano and/or compatible with teaching materials found in school music teaching situations, the student will demonstrate functional keyboard competencies by means of a proficiency examination to be "passed" no later than the second semester of the junior year.

## 3. Conditions:

A live piano proficiency examination is administered by the music education faculty member(s).

## 4. Standards:

The student will demonstrate at least a minimum level of functional keyboard skills as determined by the appropriate instructional personnel.

## C. General Requirements: Vocal Competency

The student in General/Vocal Music Education Emphasis can demonstrate those vocal performance skills necessary for teaching vocal music in grades K-12.

1. Criteria

The student will:

- a. read and sing on solfege any one of the voice parts from a familiar SATB score.
- b. read and sing on solfege any one of the voice parts from an unfamiliar SATB score.
- c. sing a familiar song (art song, folk song, jazz standard) from memory with appropriate pitch, rhythm, diction, intonation, vocal tone, and style. Address possible pedagogical problems and provide solutions.
- d. improvise a short piece (with music syntax) based on given rhythmic patterns. (e.g., Y qq, etc.).

2. Evaluation:

Utilizing selected materials introduced in class voice and/or private study, the student will demonstrate minimum vocal competencies by means of a proficiency examination to be "passed" no later than the second semester of the junior year.

3. Conditions:

A live vocal proficiency examination will be administered by the music education faculty member(s).

4. Standards:

The student will demonstrate at least a minimum level of functional singing skills as determined by the appropriate instructional personnel.

## **APPENDIX B: Cooperating Teacher Responsibilities Checklist**

- Participate in a 3-way introductory conference with the student teacher and college supervisor
  
- Attend the Ithaca College *Annual Symposium on Student Teacher Preparation* in the fall, if possible.
  
- Conduct an initial planning session with your student teacher. Discuss the following:
  - your daily and weekly schedule of classes and responsibilities
  - your general arrival and departure times at school
  - days/times of school, department, team, grade-level, or committee meetings
  - a general calendar for when the student teacher will assume responsibilities for various planning, teaching, managing, and assessment tasks (specifically identify a tentative period when the student teacher will assume full responsibility for planning, teaching, managing, and assessing, minimally 1 week, but ideally longer)
  - the format in which lesson and unit plans will be completed (the student teacher can use the IC planning format, the school district format, or your own preferred format... remember, though, that your student teacher will need to write more detailed plans than those used by many experienced teachers)
  - a regular time for discussions of the student teacher's planning and progress (these feedback sessions should take place at least once a week; many cooperating teachers conduct daily feedback sessions; setting a regular date is helpful)
  - the nature and needs of the diverse students in your class(es), including specific IEP's for any identified special needs students
  
- Give your student teacher a tour of the school. Include the location of the following:
  - principal's office
  - counselor's office (or special education office, etc.)
  - nurse's office
  - library
  - cafeteria (where do teachers have coffee/tea, eat lunch, etc.? refrigerator/microwave availability?)
  - copy machines, paper and supplies, etc.
  - classrooms of department, team, and/or grade-level colleagues
  
- Explain school procedures for:
  - teacher parking (assigned parking? parking sticker required?)
  - teacher sign-in and sign-out in the main office
  - student teacher absence for illness (who should be contacted, and how?)
  - use of copy machines, library, computer labs, telephones, etc.
  - referrals of students to principal, counselor, special education, detention, etc.
  - contact with parents/guardians
  - fire and emergency procedures, school violence prevention techniques

- \_\_\_ Regularly review your student teacher’s Student Teaching Notebook. It should be a well-organized collection of carefully-sequenced, detailed plans, including all accompanying handouts and materials.
- \_\_\_ Meet at least once each week at a set time to provide feedback on your student teacher’s progress. Encourage your student teacher to ask questions to clarify expectations and procedures.
- \_\_\_ Regularly observe and take notes on your student teacher’s lessons.
- \_\_\_ At least three times during the student teaching experience, “formally” observe your student teacher and take notes that you provide to the student teacher and the college supervisor.
- \_\_\_ Encourage your student teacher to participate in after-school activities, including extra-help sessions for students, extracurricular activities, conferences with parent/guardians, etc.
- \_\_\_ Encourage your student teacher to observe other teachers in your department, on your team, or in your grade level.
- \_\_\_ Encourage your student teacher to invite a school administrator to observe a lesson and provide feedback.
- \_\_\_ At the end of the student teaching placement, complete a final evaluation of your student teacher.
- \_\_\_ At the end of the placement, complete an evaluation of the college supervisor.
- \_\_\_ Participate in a 3-way final conference with the student teacher and college supervisor.
- \_\_\_ Complete the cooperating teacher payment form and a W-9 and submit both to IC by January 1st for mentoring in the fall semester and by June 1st for mentoring in the spring semester.

## **APPENDIX C: Student Teacher Responsibilities**

Throughout the professional semester, teacher candidates are expected to conduct themselves as a full-time teacher would, observing the professional rules of conduct of the teachers and administrators with whom they are working.

In general, the role and responsibilities of the Student Teacher include the following:

- Report to school each day on time and fully prepared for the full school day.
- Keep to the required schedule of submitting lesson plans for review by the cooperating teacher.
- Lesson plans should be thoughtful and thorough and detailed enough that a substitute teacher could follow them. All lesson plans and accompanying materials must be kept in a well-organized notebook for regular review by the cooperating teacher and the college supervisor.
- Assume responsibility for any extra duties or meetings before school begins and/or after it ends. This means arriving no later than full-time teachers arrive and leaving no earlier than they leave. In general, they are expected to follow the schedule maintained by the cooperating teacher.
- Adhere to the standards of professionalism for attire, demeanor, and dispositions established for teacher candidates by Ithaca College. In addition, if the school in which they are teaching has an established code of professional ethics or a dress code, they are expected to adhere to it.
- Early in their placement, discuss with the cooperating teacher a schedule for gradual assumption of responsibilities.
- Familiarize themselves with and follow carefully all school policies. If the school district or school in which they are teaching has a faculty handbook, they should ask for a copy and read it thoroughly.
- If they are ill and unable to teach, they must inform the cooperating teacher and college supervisor in a timely fashion. Any absence must be cleared with the cooperating teacher and college supervisor. If candidates must be absent, they are still responsible for providing the cooperating teacher with the lesson plan(s) that they intended to teach on the day(s) of the absence.
- Treat with confidentiality all information that comes to them about individual students. In all situations, they are required to respond as a reasonably prudent and careful person would under the circumstances involved.
- Become actively involved with professional opportunities and extracurricular activities sponsored by the school.

## **APPENDIX D: College Supervisor Responsibilities**

The college supervisor coordinates the student teacher's experience – cooperation between the college supervisor, the student teacher, and the cooperating teacher is essential if the student teaching experience is to be successful. (The more communication, the better.) The college supervisor is expected to outline clear and demanding expectations.

In general, the role and responsibilities of the college supervisor include the following:

- Conduct an introductory 3-way conference with the cooperating teacher and student teacher before student teaching begins or during the first few days of student teaching in order to review all procedures and requirements and to discuss the timeline of responsibilities.
- Observe a lesson planned and taught by the student teacher a minimum of two times. Provide a written evaluation and meet with the student teacher and the cooperating teacher to review the observation.
- At the end of the placement, schedule and facilitate a 3-way conference in which the student teacher, cooperating teacher, and college supervisor discuss their final views of the student teacher's growth and development in each of the teaching standards.
- Determine midterm and final grades for the student teacher. Consider the evaluations written by the cooperating teachers, the self-evaluations written by the student teacher, their own observations, and experience with the grading policies of the College.

## **APPENDIX E: Guidelines for Supporting Candidates Completing edTPA**

### ***From SCALE: Stanford Center for Assessment, Learning and Equity***

edTPA is a summative, subject---specific portfolio---based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates' readiness to teach.

Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are expected and encouraged. Consistent with research on student learning, programs are encouraged to help candidates examine expectations for performance evaluated by edTPA in meaningful ways and discuss how they will demonstrate their performance in relation to those expectations. One highly effective way to clarify what edTPA requires AND prepare candidates to teach well is to closely examine the rubrics. Faculty, supervisors and cooperating teachers should take time to examine the language, structure and progression of the edTPA rubrics during formative experiences throughout the program.

Candidates receive a variety of support during their coursework and fieldwork to help prepare for and respond to the tasks of edTPA. For example, within their coursework and key program assignments and activities, candidates receive feedback from instructors and fellow candidates. A methodology class could include assignments related to curriculum and lesson design, and an educational psychology class could include assignments related to analyzing student assessment data: both activities could help support the candidate's thinking about how to design lessons and understand assessment in relationship to the expectations identified in edTPA. Instructors typically also provide feedback to candidates relative to the teaching standards of their field and any state standards for teaching performance addressed within the coursework and assignments.

During field experiences, candidates are trying out what they have learned, and they receive feedback on their performance from supervisors, cooperating teachers, and other support providers. These activities and formative experiences provide opportunities for candidates to "practice the activities of edTPA" and to synthesize their learning from the program. . Preparation for edTPA offers many collegial opportunities for candidates to share and discuss their experiences as well as to share and discuss responses to practice activities.

Although many program activities and experiences provide acceptable forms of support for candidates within the edTPA process, other activities are not acceptable within a summative assessment process that is intended to determine whether each candidate individually demonstrates mastery of state/IC standards and should be recommended for an initial license.

This document clarifies what are acceptable forms of support for candidates during the edTPA process and what are unacceptable forms of support. It replaces earlier versions posted at <http://edtpa.aacte.org/> and <https://www.edtpa.com/>.

### **Acceptable Forms of Support for Candidates within the edTPA Process**

The following are examples of acceptable types of support for candidates within the edTPA process:



- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as Making Good Choices about what lessons or examples to use within the assessment responses
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments
- Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar
- Asking probing questions about candidates' draft edTPA responses or video recordings, without providing direct edits of the candidate's writing or providing candidates with specific answers to edTPA prompts
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment

### **Unacceptable Forms of Candidate Support during the Assessment**

The following provides examples of unacceptable types of support for candidates within the edTPA process:

- Editing a candidate's official materials prior to submission
- Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites.

## APPENDIX F: edTPA Video Consent Form



Dear Parent/Guardian/Student:

I am a student teacher intern from Ithaca College and I am in the process of applying for my license to be a certified teacher. One of the New York State requirements for this certification is a “performance assessment,” which requires video recordings of me teaching. The video recordings will include both the students and me, but the primary focus is on my instruction, not the students in the class. In the course of recording my teaching, your child (or you) may appear in the video.

Another requirement for my certification is “evidence of student learning,” which requires submitting student work samples completed during times I am teaching. Those samples may contain some of your child’s (or your) work.

No student’s name will appear on anything I submit, and all materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Everything I turn in will be viewed by faculty in my program at Ithaca College and the certification reviewers. My application materials, including the video and student work, may also be used by Stanford University or Pearson (the institutions that created the teacher certification application) under secure conditions to train people to score other applications.

The attached permission slip is your opportunity to say that you do or do not give me permission to use your child’s (or your) work and/or image in my application process. This “performance assessment” exam will be required for almost all new applicants for teaching licensure in most states, and your support is much appreciated. Thank you in advance for considering helping me in this very important step of my career.

If you have questions about the video or student work and how it will be used, please contact Kim Slusser, the field experience coordinator at Ithaca College, at 607-274-7356 or [ksslusser@ithaca.edu](mailto:ksslusser@ithaca.edu).

Sincerely,

## CONSENT FORM

To be completed either by the parents/legal guardians of minor students (please complete Part 1) or by students who are 18 or more years of age (please complete Part 2)

Student Name: \_\_\_\_\_

### Part 1

***I am the parent/legal guardian of the child named above. I have read and understand the purpose of this permission slip, given in the letter provided with this form, and agree to the following:***

*Please check the appropriate box below*

I DO give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used **only** for the purpose of completing your application for teacher certification. I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

I DO NOT give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance to be used **only** for the purpose of completing your application for teacher certification.

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

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### Part 2

***I am the student named above and am more than 18 years of age. I have read and understand the purpose of this permission slip, given in the letter provided with this form, and agree to the following:***

*Please check the appropriate box below*

I DO give permission to you to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used **only** for the purpose of completing your application for teacher certification. I understand that any other personally identifiable information, including my name, will not appear on any of the submitted materials.

I DO NOT give permission to you to include my student work and/or image on video recordings as part of video(s) showing your classroom performance to be used **only** for the purpose of completing your application for teacher certification.

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

Date of Birth: \_\_\_/\_\_\_/\_\_\_\_

## APPENDIX G: Checklist for Initial Three-Way Conference

Student Teacher: \_\_\_\_\_ Certification Area: \_\_\_\_\_

Cooperating teacher: \_\_\_\_\_ School: \_\_\_\_\_

Date of Initial Three-Way Conference: \_\_\_\_\_

\_\_\_\_\_ If you have not already, share **contact information** (email addresses and phone numbers) for student teacher, cooperating teacher, and college supervisor.

\_\_\_\_\_ Discuss the **general structure** for the student teaching experience.

- *Student teacher observation of cooperating teacher and other teachers*
- *Gradual assumption of responsibilities for planning, teaching, and assessment*
  - discussions of state standards and curriculum for the placement period
  - individual and small group lessons
  - co-teaching of mentor-planned lessons
  - assistance with assessment in order to gain sense of student knowledge and skills
  - begin with only one prep (more than one class is okay but not a full load)
- *Regular student teacher/cooperating teacher meetings*

*Share the expectation that the student teacher should assume as much of the full-time schedule of the teacher as possible.*

\_\_\_\_\_ Review the **Ithaca College/InTASC Teaching Standards** for all teacher education programs at Ithaca College. Encourage ongoing discussion of issues and progress related to all ten of these areas. *Go over the assessment form. Kim Slusser will send the link to complete the official assessment approximately one week before it is due.*

\_\_\_\_\_ Discuss the importance of **regular, detailed oral and written feedback** on teaching. Encourage the student teacher to seek feedback, to demonstrate an openness to feedback, and to act on the feedback received.

\_\_\_\_\_ Review the College's **expectations for professionalism**: attire, comportment, email, written and spoken communication, and receptivity to feedback. Go over the Professional Qualities and Dispositions form.

\_\_\_\_\_ Go over lesson planning requirements.

\_\_\_\_\_ Acquire a copy of the cooperating teacher's weekly schedule, or request that the student teacher submit copies to the college supervisor as soon as possible. Recommend that the cooperating teacher and student teacher **determine a tentative schedule for assuming teaching responsibilities**.

\_\_\_\_\_ Expect the student teacher to **participate fully in the life of the school and community**: including attending school and department meetings and district-wide meetings and

professional development workshops; collaborating with other educators in the school, including social workers, guidance counselors, and support personnel; meeting with the principal; observing/participating in family conferences, including CSE meetings when approved by families; participating in performances, athletic events, family nights, etc.

\_\_\_\_\_ Review the **Ithaca College rules and procedures**:

- Student teacher must sign in and out of the building.
- Student teacher must wear IC identification and/or a school's visitor pass.
- Student teacher is not allowed to substitute teach.
- Student teacher cannot provide car transportation to students.
- Student teacher *must* contact the cooperating teacher and college supervisor if illness or another serious reason results in a necessary absence.

\_\_\_\_\_ Explain the purpose of and general schedule for the **college supervisor's visits**. The college supervisor holds an initial 3-way meeting, visits the school at least three times to observe lessons and provide feedback, and conducts a final 3-way meeting.

\_\_\_\_\_ **Review the edTPA handbook** and brief the cooperating teacher on this performance assessment.

## **APPENDIX H: Checklist for Final Three-Way Conference**

Student Teacher: \_\_\_\_\_ Certification Area: \_\_\_\_\_

Cooperating teacher: \_\_\_\_\_

School: \_\_\_\_\_

Date of Final Three-Way Conference: \_\_\_\_\_

- \_\_\_\_ 1. Review **student teaching evaluations**. During the final 3-way conference, the majority of the meeting should be spent reviewing the student teacher's progress and achievement on the Ithaca College/InTASC Teaching Standards and standards for MUED student teachers. **Each of the participants (college supervisor, cooperating teacher, and student teacher) should arrive at the final 3-way conference with a draft of the final evaluation form already filled out.**  
*Note: The final version of the evaluation form will be submitted online; a link to the online form will be sent out by the Field Experience Coordinator. We recognize that the final online evaluations may be slightly different from the draft versions discussed during the final 3-way conference, especially if the student teacher still has additional days of student teaching to complete.* If the final 3-way occurs before the link has been sent, the evaluation form is available at <https://www.ithaca.edu/actec/docs/MusicEducation/>
- \_\_\_\_ 2. Review **close-out procedures**, including a reminder to the student teacher to clean up and remove any student teacher supplies. Student teachers should return any borrowed materials.
- \_\_\_\_ 3. Discuss how **grades/gradebooks/student evaluations** will be transferred to the cooperating teacher. Also, if there are any assignments outstanding or yet to be graded, discuss how those will be handled.
- \_\_\_\_ 4. Plan how to **wrap up the student teacher's experience** with students and/or families.
- \_\_\_\_ 5. Remind the cooperating teacher to submit the **payment form and a W-9** by January 1<sup>st</sup> for mentoring in the fall semester and by June 1<sup>st</sup> for mentoring in the spring semester. Payment forms are available online at <http://www.ithaca.edu/actec/mentorinfo/>

# APPENDIX I: College Supervisor Evaluation

## College Supervisor Evaluation

*Note: A link to the electronic version of this form will be sent to you at the end of the student teaching placement. This is only a sample.*

Name of College Supervisor \_\_\_\_\_

Your Name \_\_\_\_\_ Your School \_\_\_\_\_

Yes No College Supervisor conducted an initial 3-way conference, clarifying expectations for Cooperating Teacher, Student Teacher and College Supervisor?

Yes No College Supervisor conducted at least two formal observations and provided written feedback for the Student Teacher?

Yes No College Supervisor conducted a final 3-way conference, which served as an effective evaluation of the Student Teacher’s performance?

Yes No I would be willing to work with this College Supervisor again.

	<u>AGREE</u>			<u>DISAGREE</u>	
The College Supervisor made me aware of the College’s expectations for me as a Cooperating Teacher.	5	4	3	2	1
The College Supervisor was available outside of observation visits to offer help when needed.	5	4	3	2	1
The College Supervisor fulfilled responsibilities in a timely manner.	5	4	3	2	1
The College Supervisor offered the Student Teacher constructive criticism and appropriate, practical advice for addressing professional and pedagogical issues.	5	4	3	2	1
The College Supervisor treated me, the Student Teacher and our school’s policies with respect.	5	4	3	2	1
The College Supervisor served as a positive link between the school and the college.	5	4	3	2	1

What are the College Supervisor’s greatest strengths?

What could the College Supervisor do to most improve her/his performance, relationship with me, or relationship with our school?

## **APPENDIX J: Cooperating/Mentor Teacher Payment Form**

Thank you for mentoring one of our student teachers! An honorarium of \$300 is offered for each placement. Please complete the payment form to be eligible for payment. For Fall 2020 semester placements please submit this form no later than January 10, 2021. For the Spring 2021 semester placements please submit this form no later than June 10, 2021. Honorarium payments are issued after the end of each semester. If you have any questions on payments please email [teachered@ithaca.edu](mailto:teachered@ithaca.edu).

Full URL for payment form:

[https://ithacaedu.formstack.com/forms/mtp\\_form\\_20\\_21](https://ithacaedu.formstack.com/forms/mtp_form_20_21)

Note: We are no longer requiring a W9 be completed. If you are not yet in Ithaca College's payment system you will receive an email from Accounts Payable department to set up your account



## **APPENDIX K: Community Involvement Suggestions**

### ***With Families and Communities...***

#### **Teacher Candidates can:**

- Provide families with classroom updates (paper, electronic, audio newsletters etc.)
- Invite families and community to share input and expertise
- Follow community organizations on social media. (e.g. local government twitter feed to keep abreast of news and events)
- Attend/participate/volunteer in school events (e.g. co-curricular events, special community nights)
- Show understanding of community culture in lessons and classroom environment. Make sure that classrooms reflect a respect for the students, their families, and the community (e.g. what music is selected for lessons and performances?)
- Engage with community agencies (e.g. Fine arts boosters, community music programs, etc.)
- Get to know a variety of resources in the community that families frequent (e.g. library, community centers, churches, local grocery shops)
- Plan lessons that tap into community or family resources, when appropriate

#### **Cooperating Teachers can:**

- Introduce your teacher candidate to families, community liaisons, community organizers that partner with your school etc.
- Introduce your teacher candidate to local community resources and agencies
- Invite your teacher candidate to school events
- Support your teacher candidate's communication with families

### ***With Other School Professionals ...***

#### **Teacher Candidates can:**

- Attend and participate in family-teacher conferences, CSE, IEP meetings, etc. Even if there are no scheduled family conferences during the placement, the teacher candidate can send letters, emails, make phone calls or create podcasts for updates.
- Work with Professional Learning Communities (PLCs), teams, and departments
- Attend and participate in faculty, committee, and department meetings

- Immerse themselves in the school community, including non-classroom duties (cafeteria duty, faculty meetings, family nights, etc.) as long as it is to the benefit of the student teacher
- Ask the school principal and/or department chair for suggestions of particularly collaborative teams, co-teachers, departments, or PLC meetings to observe
- Ask the department chair or principal for suggestions of additional teachers that would be open to be observed as models of good teaching (including teachers outside your discipline)
- Participate in superintendent days and professional development activities

**Cooperating Teachers can:**

- Introduce your teacher candidate to your building's other school professionals (e.g. administrators, guidance counselors, social workers, psychologists, support teachers, librarians, educational technology specialists, ESL teachers, special education teachers, paraprofessionals)
- Invite your teacher candidate to attend and contribute as appropriate family-teacher conferences, CSE, and IEP meetings
- Invite your teacher candidate to attend and collaborate with your PLC, team, and department
- Invite your teacher candidate to attend department, committee, and faculty meetings

*Rev. 4/9/16*