

**University of Idaho**  
**Lionel Hampton School of Music**  
**Music Education**



**Teacher Internship Handbook**  
**2019-2020**

## Table of Contents

- **Mission**
- **People**
- **Welcome Teacher Interns**
- **Welcome Mentor Teachers**
- **Responsibilities of the Teacher Intern**
- **Responsibilities of the Mentor Teacher**
- **The Teacher Internship Cycle**
- **Things to Do: Teacher Interns**
- **Information from the College of Education, Health and Human Sciences**
- **Blackboard Site**
- **Professional Year Documentation, Taskstream**
- **Observations and Evaluations**
- **Final Assessment**
- **Grading**
- **Websites**
- **Tips for Teaching Success**
- **Getting Ready to be a Teacher Intern: Intern Questions for Mentor Teachers**
- **Professionalism as a Teacher Intern**
- **Always**
- **Forms**
- **Contact and Contract Form**
- **Teacher Candidate Evaluation Form**
- **Appendix B**
- **Appendix C**
- **University of Idaho Lesson Plan Template**
- **Unit Plan Template**

## Mission

The mission of the University of Idaho, Lionel Hampton School of Music, in music education is to prepare music educators to teach general, instrumental, and choral music (kindergarten through grade 12) using innovative and effective teaching and assessment strategies that are based on current research and pedagogical theory. Students participate in several professional development sites prior to the teaching internship experience to improve and refine their skills under the direction of professional music educators. The teaching internship is to be the culminating event in the preparation of becoming outstanding music educators.

## College of Education, Health & Human Sciences Conceptual Framework

The University of Idaho College of Education, Health and Human Sciences' conceptual framework is part of its shared vision to prepare caring professionals to effectively work in P-12 schools, institutions of higher education, business, health care and communities to educate our citizens and promote healthy active living. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. It is knowledge-based, well-articulated, coherent, widely shared and consistent with the College's and University's mission and vision. It is continuously evaluated – using direct and indirect assessments and evaluations – and is therefore constantly evolving. It represents our values and beliefs and informs the process by which we develop and work toward clearly defined goals.

Our conceptual framework is aligned with the University of Idaho Strategic Action Plan, the Idaho State Department of Education's Ten Core Standards for Teacher Preparation Programs and the Four Domains of Charlotte Danielson's Professional Practice: A Framework for Teaching. With deliberation, we have chosen the acronym CARE to represent the core values and beliefs that drive the thoughts and feelings of individuals and the College as a whole. University of Idaho educators do CARE.

Together we develop scholar practitioners who value, professionally apply, and advance:

### **C = Cultural Proficiency**

Cultural proficiency includes the policies and practices of the organization, or the values and behaviors of an individual, that enable the agency or person to interact effectively in a culturally diverse environment. We endeavor to promote the development of caring professionals who can be secure in their identities, acknowledge their predispositions, biases and limitations, and actively and critically engage in culturally proficient leadership and teaching.

The caring professionals at the University of Idaho embrace a cultural proficiency approach, or an inside-out approach, to developing harmony and unity through diversity. This approach thinks about those who are insiders in the organization and encourages reflection on self-understandings and values. It relieves those identified as outsiders — members of excluded or marginalized groups — from the responsibility of doing all the adapting. This approach acknowledges and

respects the current values and feelings of people and encourages change without threatening feelings of worth.

### **A = Assessment Teaching and Learning**

Assessment, teaching, and learning are interrelated, intrinsically linked and cyclical in nature. The cycle begins with assessment of prior learning, which informs meaningful teaching and produces measurable learning that, when assessed, informs further instruction. The spiral continues as knowledgeable educators apply the sciences and arts of assessment, teaching, and learning. University of Idaho caring professionals continually engage in reflection and professional development and demonstrate a willingness to collaborate with others to promote student learning. They embrace doctrines of service, ethical behavior, citizenship and community fellowship (Gage, 1978; Glickman, 2010). Professional educators motivate and support learners (Hunter, 1982; Joyce & Weil, 2000), and develop, implement and evaluate learning environments conducive to cognitive, affective and psychomotor development (Bloom, 1956). Moreover, Idaho caring professionals envision good teaching as a comprehensive repertoire of learner-centered teaching strategies (Marzano, 1998; Caine, 1991). University of Idaho caring professionals understand that learning is the end product of education (Marzano, Brandt, Hughes, Jones, Presseisen, Rankin & Suhor, 1998; Lambert, 1998). As such, they understand how and when to employ a variety of instructional strategies and customize curricula to elicit optimal engagement for all students, including multicultural perspectives and special considerations (Kagan, 1992; Smoker, 2006; Mellard & Johnson, 2008). They embrace tenets of best practice informed by research known to foster student success (Bransford, Brown & Cocking, 2000).

### **R = Reflective Scholarship and Practice**

A focus on reflection usually involves an examination of personal beliefs, goals, and practices. Reflective practice involves the presence of higher-level thinking processes such as inquiry, metacognition, analysis, integration and synthesis. The process involves an exploration and articulation of ideas, personal beliefs, knowledge, and experience (thus its emphasis on experiential learning); ongoing analysis of personal theory-in-use; and designing activities that are collaborative in nature. In action, reflective practice encourages the meaningful construction of connections between the new and the known.

We conceptualize our research as engaged scholarship that involves faculty members in a reciprocal and mutually beneficial partnership with a community of learners. The scholarship involves integrating faculty members' teaching, research, and service roles with the exchange of knowledge and resources of professionals and lay public — local, regional/state, national, global — outside the academy. This collaboration with non-academics enhances and broadens engagement and deliberation regarding major educational issues inside and outside the university. Through our scholarship, we seek to facilitate a more active and engaged democracy by bringing affected publics into problem-solving work in ways that advance the public good.

## **E = Engagement in Community Building and Partnership**

We believe it is the responsibility of local communities including parents, school personnel, health and movement professionals, and business and community leaders, to work together to ensure that all citizens receive the services that prepare them to become responsible, healthy and productive citizens in a civil society.

Community building is a multi-faceted process calling on all social constituents to help shape responsible, productive citizens. Teachers and school district administrators partner with parents, health care and movement professionals, and business and community leaders to provide relevant learning experiences that educate the whole person. Together, we create community and school environments that promote health and active learning and prevent disease and injury, enhancing the development of each individual and the collective. It takes everyone in the community to build nurturing environments that promote the well-being of all of its members

### **People**

A teaching internship involves three groups of people.

- The teacher intern, or teacher candidate – who aspires to independent professional status.
- Mentor teacher – an experienced teacher who will act as your guide.
- University supervisor – a U of I faculty member or a professional music educator hired by the University of Idaho who monitors your progress.

### **Welcome Teacher Interns**

Welcome to your teaching internship. The purpose of this handbook is to provide policy and procedural information that will help you throughout this experience. Please keep this document in a safe place and refer to it whenever you have a question before contacting your supervisor.

### **Welcome Mentor Teachers**

Thank you for serving as a mentor teacher. We appreciate the time and effort required to advise and mentor University of Idaho music student teachers, and we welcome your advice and expertise. As you know, a teaching internship is the most important time in every prospective music educator's university program, and we look forward to working with you as partners in order to make this experience rewarding and successful for you as well as our teacher interns.

## Responsibilities of the Teacher Intern

Your teaching internship is the culminating experience of the music education curriculum. *You should not be regularly participating in any U of I classes or ensembles that meet during the school day while you are in your internship, nor should you be involved in outside employment.* Any exceptions to this policy should be approved **in advance** by your supervisor and listed on the Contact and Contract form.

1. The teacher intern is responsible for ALL of the information in this handbook.
2. Prepare thoroughly for each class and provide adequate outside time for this preparation. You must have a **lesson plan for every class you teach**, have studied the score in advance, and be completely familiar with the classroom materials.
3. Abide by all the school's rules for teacher duties (bus and cafeteria duty, copy machine privileges, faculty meetings, etc.)
4. In public, address your teaching colleagues as Mr./Ms./Mrs. and insist that your students address you as such.
5. Adopt the role of a teacher. You are the students' teacher, not their friend.
6. Act like a professional. See the section in this handbook on Professionalism as a Teacher Intern.
7. Complete all assignments that your supervisor asks of you. This will include journals, videos, paperwork, and other important tasks.
8. It is your responsibility to attend all meetings and trainings required of your mentor teacher and to participate in any extra school-wide duties assigned to them.
9. It is your responsibility to manage classroom behavior following the classroom management techniques of your cooperating teacher. Be firm in your discipline and have high expectations for the students.

## Responsibilities of the Mentor Teacher

The University of Idaho appreciates your willingness to share your time and expertise in the development of future music educators. Through your efforts, an intern has the opportunity to develop into an excellent member of the teaching profession. It is recommended that you review the information throughout this handbook so that you will be familiar with the expectations placed on the teacher intern. The music education faculty also offer these general guidelines to describe your role:

1. Share your curriculum, teaching methods, classroom management strategies, and performance calendar with the student teacher. Offer "helpful hints" based on your own experiences.
2. Guide the teacher intern toward becoming an effective teacher.
3. Be clear, concise, and specific in communicating with the teacher intern, especially when giving feedback. There may be some spontaneous interaction ("jumping in") while the teacher intern is teaching, but most suggestions are best given after class.

- a. Guide the teacher intern toward using a problem-solving approach in daily teaching rather than relying on you for all answers.
  - b. Be flexible in responding to the changing needs and concerns of the teacher intern.
  - c. Maintain a positive, professional relationship. Be a good listener.
  - d. Maintain consistency between your instructions to the teacher intern and your own behaviors and teaching style.
  - e. Explain the reasons behind decisions and suggestions given to the teacher intern.
4. Expect to do day-to-day informal observation of the teacher intern. Set aside some time each day to talk with the teacher intern and be clear and specific in your expectations and his or her progress. Communicate your observations to the university supervisor using verbal, written, or electronic means provided.
  5. Arrange to have both you and the teacher intern meet with your school principal as early as possible to review school policies, including expectations during an emergency (fire, injured student, etc.).
  6. Involve the teacher intern in all the activities involved in your job—meetings, trips, concerts, fundraising, etc. Note that your school schedule always takes precedence over the university's; the intern should have no obligations to the university other than the intern Seminar and a few teacher candidate meetings during this term (unless specifically cleared by the university supervisor).
  7. Please have the teacher intern addressed as Mr./Ms./Mrs. and treated as a fellow teacher.
  8. The teacher intern should not be involved in teaching for an extended period of time without you, another certified teacher, or an administrator in the room.
    - a. Leaving the room for a short period of time is certainly allowed if that is allowed by your school's policy.
    - b. Once the teacher intern has become established in teaching it is recommended for the mentor teacher to partly remove him or herself for a larger portion of a teaching period, either to an office or adjoining classroom, in order to allow the intern a more authentic experience.
    - c. There is also one exception – the teacher intern may serve as your substitute without you present after the first eight weeks of the semester. Appropriate paperwork and principal approval are required, as specified by your district guidelines. Approval for the teacher intern to substitute during the first eight weeks of the semester must be requested from the university supervisor and will be based on his/her assessment of the teacher intern's progress up to the time in question.
  9. Review the College of Education, Health and Human Services policies for teaching in the Internship Handbook (available on Blackboard) regarding teacher intern attendance, possible school strikes, etc.

10. Please utilize the Teacher Candidate Evaluation Form (based on the Charlotte Danielson Framework) to periodically evaluate the teacher intern. A “thumbnail” sample of the form is available in the back of this handbook, and the “full-size” form will be submitted by email. This form can function as a template for your comments regarding the skills a teacher intern should be developing.
11. Please formally evaluate your teacher intern at least *three* times during the semester using the Teacher Candidate Evaluation Form (based on the Charlotte Danielson Framework). The first two (or more) evaluations can serve as evaluations of individual lessons/rehearsals, but the final evaluation should be an “overall” evaluation of the teacher intern’s performance over the whole placement.
12. Notify the university supervisor immediately of any problems—attendance or otherwise. Please do not wait until a serious problem has developed before contacting the supervisor. The university supervisor needs to step in at once in this situation. (The teaching internship may not be repeated in the event of a failed grade but may be extended—depending on the circumstance).
13. There will be a meeting with the teacher intern, the mentor teacher, and the university supervisor early in the internship placement at your site (usually in the first or second week) to discuss the roles of teacher intern and cooperating teacher.

## **The Teaching Internship Cycle**

The schedule outline below provides a general description of how a teacher intern’s responsibilities might evolve over the course of a normal eight-week placement at a school site. Placements at more than one school that remain constant throughout the sixteen-week semester can follow a similar schedule, realizing that there will more time to ease into teaching the entire mentor’s schedule and the opportunity to continue teaching that schedule for a longer period of time. Recognize that every teacher intern and every school is different and plan the experience accordingly.

### *Week 1*

The teacher intern should spend a large amount of time observing the mentor teacher. It is important that the teacher intern observes and understands the way the mentor organizes each music class and deals with problems with students. Emphasis should be on the classroom teaching methodology and management techniques. The teacher intern should become accustomed to the surroundings. The teacher intern should also take this time to meet with students, teachers, custodians, administrators, and other school personnel. By the middle of the first week the teacher intern should begin teaching parts of one or two classes.

### *Week 2*

The teacher intern should be ready to teach parts of all classes.



### *Weeks 3-4*

The teacher intern should assume more responsibility and should be teaching a full class period every day of the week along with parts of other classes.

### *Weeks 5-8*

The teacher intern should teach every day with full responsibility for all or most of the class periods in the daily schedule. During the last week, the teacher intern may take up to two days to observe other teachers in the district.

## **Things to Do: Teacher Interns**

- Before you leave for break (winter or summer), **contact** both your mentor teachers and introduce yourself. With your first mentor, start talking about your start and end dates. Give him or her your contact information and get his or hers in return. See the handbook section titled “Getting Ready for Your Teaching Internship: Student Questions for Mentor Teachers.”
- By the end of your first week at each placement, you must **turn in your Contact and Contract form** to your supervisor. Make sure it is filled out completely, with your daily schedule, contact info, school address, mentor contact info, and supervisor info.
- By the end of your first week at each placement, **submit a detailed schedule** to your supervisor. This should contain exactly what classes are occurring on each day of the week, including subjects, grade levels, and exact bell times. If your school is on a block schedule, please detail each block by calendar day. Please also communicate your program/performance schedule for the time you are at the site.
- By the end of your eight-week placement, be sure that your mentor teacher has completed your **formal evaluation** using the Teacher Candidate Evaluation Form (based on the Charlotte Danielson Framework).

**Once you graduate, be certain to apply for Idaho certification from the College of Education.** This is not automatic – **you must apply**. Find the necessary requirements and forms on their website: go to the College of Education, Health and Human Services webpage/Student Services/Teacher Education Programs. Scroll down to *Apply for Education Certifications*.

The teacher intern is responsible for all of the information and policies from the College of Education, Officer of Teacher Education. The website is: <https://www.uidaho.edu/ed/student-services/teacher-education-programs>

The Office of Teacher Education publishes a Field Guide for teaching internships that contains different information from this handbook, and each teacher intern should review it in addition to our music handbook. The file can be found on the course Blackboard site.

## Blackboard Site

There will be two Blackboard sites specifically for music student teachers, MUST 432 and MUST 445. We will use this site to assist with communication, share documents, discuss topics, and support each other. You will be automatically added to this site, and it will appear in your Blackboard list.

## Professional Year Documentation, Taskstream

You will engage in a variety of projects throughout your teaching internship semester that are required for completion of your internship and your degree program. The purpose of these projects is to demonstrate your reflection as an emerging teacher professional and to gather evidence of your professional growth throughout the term. We will use our seminar meeting times to discuss each project that should be submitted.

All of these artifacts will be submitted on **Taskstream** near the end of the term. Taskstream is the University of Idaho's official repository for these important artifacts. For safety, each student should keep an individual Google Drive folder (shared with Dr. Conlon Khan) for storage throughout the term. All artifacts must be saved in the Google Drive folder throughout the term (for safekeeping and "back up"), and they will be submitted on Taskstream throughout the term. Students are also expected to "back up" these documents in another location of their choosing (e.g., on a USB flash drive).

Please note that submission of all projects/artifacts is *required* for a passing grade in your teaching internship. Failure to submit any assignments will result in a failing grade.

## Observations and Evaluations

The teacher intern will be observed by both the mentor teacher and the university supervisor. These observations will be used to evaluate the teacher intern's progress. Since the supervisor can only visit four or five times each placement, it is important to remember that *the mentor teacher is the primary educator during the internship process*. He or she observes the teacher intern much more frequently and is therefore in the best position to offer ongoing commentary on the teacher intern's progress.

Mentor teachers will informally evaluate their teacher intern's performance, and this informal feedback can be communicated verbally, through written notes, or through a combination.

*Mentor teachers should formally evaluate their teacher intern's performance at least three times throughout the semester using the formal Teacher Candidate Evaluation form (based on the*

*Charlotte Danielson Framework*). The first two evaluations can be simply assessments of individual lessons/rehearsals, and the last evaluation should be an “overall” evaluation of the teacher intern’s performance throughout the semester. All three (or more) of these formal evaluations should be signed by the teacher intern, mentor teacher, and university supervisor and kept on file in the Lionel Hampton School of Music.

The university supervisor will formally observe the teacher intern in direct instruction at least two times at each site, and probably three or more. This works out to one observation about every other week. Teacher interns will be expected to be prepared with lesson plans and materials, and a copy of the formal lesson plan must be ready for the university supervisor to review while watching the formal observation lessons. The university supervisor will always notify the mentor teacher (directly or through the teacher intern) of an upcoming observation, unless there is a compelling reason for an unannounced visit. It is best if observations can be scheduled when there is time for a short conference after watching the lesson.

### **Final Assessment**

Like the earlier evaluations, the final evaluation of the teacher intern by the mentor teacher will be completed using the official Teacher Candidate Evaluation Form (based on the Charlotte Danielson Framework). This final evaluation should be signed by the teacher intern, mentor teacher, and university supervisor, and it must be kept on file in the Lionel Hampton School of Music.

A completed assessment is required from each mentor teacher in order for the teacher intern to pass their teaching internship. It is the responsibility of the teacher intern to communicate to the mentor teacher when these evaluations are due, so be sure to stay on top of deadlines.

### **Grading**

A teaching internship is graded as pass/fail. A student cannot retake or make up a teaching internship. The U of I faculty will be the ultimate judge of passing status, and we will do everything in our power to assist, support, and mentor each intern, including providing guidance and direction when issues arise. Conversely, should an intern consistently not meet the expectations defined, we reserve the right to remove him or her from their teaching internship and assign a failing grade.

## Websites

You can use school websites to find more information about your placement schools, such as the address, calendars, etc. Some sites may even have teacher pages for your mentors. You should be able to Google any school district you may need to find.

## Tips for a Successful Internship

- Video record your teaching frequently, even if it is not for a formal observation or assignment.
- Make and keep copies of EVERYTHING you turn in, whether it is an electronic journal, official form, or teaching video. Store all items in your Google Drive folder (and “backed up” in one other location of your choice) throughout the term for safe keeping.
- Join NAFME and other professional organizations (ACDA, AOSA, NBA, ASTA, etc.). Attendance at professional conferences such as IMEA or ACDA is highly encouraged.
- If you have a problem (with your placement, your mentor, a student, an administrator, or anything else), contact your university supervisor sooner rather than later.
- Working during your teaching internship is highly discouraged. Teaching is a fulltime commitment and demands your full attention.
- Communication is key. Check your email at least twice daily—morning before you start the day, and afternoon when you are done teaching.

## Getting Ready for Your Teaching Internship: Student Questions for Mentor Teachers

*The following questions have come from prior interns, in response to the prompt: What will you ask your mentor as you prepare for your teaching internship?*

- What day do you start school?
- Do you have prep days before school starts to get ready?
- What are your classroom procedures? How are things run in your classroom?
- How will the teaching work between you and me?
- What semester goals do you have for the ensembles that I will get to work with?

- What are your behavioral expectations for students?
- What do you wish you would have known before you completed your internship?
- What warm up routine are each of your classes used to?
- What kind of responsibilities will you be giving me?
- Will I be conducting part of a concert?
- Will I have my own piece to conduct?
- Will I be able to teach an entire unit I create?
- Do you teach theory or ear training?
- Do you teach specific playing techniques that I should be aware of?
- What method books or other materials do you use?
- What is your philosophy of education? Music education?
- What can I be working on now before I begin my teaching internship to be ready to enter your classroom?
- What should I expect to do for preparation activities before and after school?

### **Professionalism as a Teacher Intern**

A teaching internship is the capstone of your preparation as a teacher. It is better to think of yourself now as a teacher intern—no longer a student, but a fulltime professional educator who operates under the guidance of experienced mentor. You must mentally prepare yourself to step into this professional role.

- Be on time, which means be early.
- Do what your mentor teacher does: go to faculty meetings, festivals, follow their schedule. This includes arrival and departure times to and from school. You are his or her clone when it comes to the schedule.
- Take initiative: set up chairs, clean the room, etc. Ask if you're not sure.
- Be prepared for your classes every day.

- Make and use GOOD lesson plans. You and your mentor teacher may agree on a shortened lesson plan template for everyday teaching. Your formal observation days require the formal University of Idaho Lesson Plan Template.
- Keep busy.
- Turn in your paperwork on time!
- Call your mentor if you're legitimately ill and email your university supervisor. Get your mentor teacher's home and/or cell phone for emergencies.
- Dress professionally and modestly. Refer to your site's policy for teacher dress.
- Don't gossip. Beware the teacher lounge.
- Be careful about talking with students about teachers.
- Check your voicemail greeting, email signature, etc. and make sure there is nothing inappropriate.
- Facebook, Twitter, Instagram, etc.—Employers are starting to look at these to see if they want to hire you. Beware what you post in your online identity.
- Never touch the students at the Secondary level. Elementary students will ask for hugs and these are ok within reason.
- Never date the students.
- Never be alone with students outside of school.
- Leave doors open when teaching.
- Read the University of Idaho's Student Code of Conduct.  
<https://www.webpages.uidaho.edu/fsh/2300.html>

**ALWAYS:**

Keep in mind that you are representing yourself, the University of Idaho, the Lionel Hampton School of Music, the Music Education area, the College of Letters, Arts, and Social Sciences, the College of Education, Health and Human Sciences, your specific area (band, choir, orchestra), and the faculty. We have a strong relationship with the teachers who accept U of I interns. Please keep in mind that you and your professionalism affect this relationship and the potential for all future interns to have an experience with these invaluable mentors.

## Forms

The following forms are provided as samples. You may duplicate these forms as needed, or you have access to them on Blackboard at important points in the semester.

**University of Idaho**  
**Contact and Contract**

TEACHER INTERN		
NAME (LAST, FIRST, MI)	Vandal ID NUMBER	EMAIL ADDRESS
STREET ADDRESS	CITY, STATE	ZIP
HOME PHONE	WORK PHONE	CELL PHONE
PLACEMENT SITE		
SCHOOL NAME	DISTRICT	ADDRESS
GRADE LEVEL	SUBJECT	
MENTOR TEACHER		
NAME (LAST, FIRST)	HOME PHONE	CELL PHONE
EMAIL	WORK PHONE	FAX
UNIVERSITY SUPERVISOR		
NAME (LAST, FIRST)	EMAIL	PHONE

Discuss and come to an agreement with the mentor teacher and university supervisor about your time commitments. The student teacher is expected to honor the terms of this contract.

Student teacher start date: \_\_\_/\_\_\_/\_\_\_ Student teacher end date: \_\_\_/\_\_\_/\_\_\_ Fall/Spring Break: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_ Other school holidays:  
 Daily hours: \_\_\_\_\_ am to \_\_\_\_\_ pm Exceptions/special days:

Any existing time commitments that may interfere with student teaching (wedding, recital, etc.):

Note: Contact your mentor teacher and university supervisor immediately if you must be absent due to illness. After three (3) absences, the student teacher may need to make up additional days or may jeopardize a passing status.

Complete this form by the end of the first week of student teaching at each placement site. Make copies for yourself (the student teacher), your mentor teacher, and **submit the original to your university supervisor.** 2



# Teacher Candidate Evaluation Form (based on Charlotte Danielson Framework)

\*\*\*Note: This three -page evaluation form is provided in thumbnail form below as a sample. Please download and print the full size evaluation form from our MUST 445 course Blackboard site.\*\*\*

## Appendix C: Idaho Teacher Candidate Evaluation (Based on the Danielson Professional Framework for Teaching)

Teacher Candidate \_\_\_\_\_ Term/Year \_\_\_\_\_ Date/Time: \_\_\_\_\_  
Liaison \_\_\_\_\_

*Formative Observations are for the purpose of promoting growth and development. Scores range from:*

**Still Developing** 1.0, 1.25, 1.50, 1.75      **Basic** 2.0, 2.25, 2.50, 2.75      **Proficient** 3.0

<b>Planning and Preparation</b> (Correlated to Idaho Core Teacher Standards 1, 2, and 7)						
Strengths	Domain 1	1	2	3	4*	Growth Opportunities
	A. Demonstrating knowledge of content and pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Demonstrating knowledge of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Setting instructional outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Demonstrating knowledge of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	E. Designing coherent instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	F. Designing student assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

<b>The Classroom Environment</b> (Correlated to Idaho Core Teacher Standard 3)						
Strengths	Domain 2	1	2	3	4*	Growth Opportunities
	A. Creating an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Establishing a culture for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Managing classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Managing student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

	E. Organizing physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
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**Instruction and Assessment**  
(Correlated to Idaho Core Teacher Standards 3, 4, 5, 6, 8)

Strengths	Domain 3	1	2	3	4*	Growth Opportunities
	A. Communicating with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Using questioning and discussion techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Engaging students in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Using assessment in instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	E. Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

**Professional Responsibilities**  
(Correlated to Idaho Core Teacher Standard 9 and 10)

Strengths	Domain 4	1	2	3	4*	Growth Opportunities
	A. Reflecting on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Maintaining accurate records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Communicating with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Participating in the professional community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	E. Growing and developing professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

## APPENDIX A: EXPECTATIONS CONTINUUM

**Directions.** Circle your level of agreement or disagreement for each statement.

### OBSERVATIONS

1. Candidate is to observe mentor teacher several times at several different levels of instruction and discuss teaching expectations and student outcomes before taking over any lessons

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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2. Candidate is to observe mentor teacher's classroom management and specific strategies used with specific students and use the knowledge gained to guide the candidate's classroom management used in this classroom.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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### PLANNING

3. The candidate and mentor teacher plan together every day.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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4. The mentor teacher reviews all lesson plans written by the candidate and provides written feedback on how the plan can be improved. The candidate only teaches lessons that have been reviewed and approved by the mentor teacher.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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5. The mentor teacher provides all curriculum, objectives, teaching materials, activities, and instructional materials for the candidate

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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### CLASSROOM MANAGEMENT

6. The mentor teacher is the only individual who should discipline students in the classroom. The candidate is to refer all discipline problems to the mentor teacher.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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7. The candidate's classroom management style and strategies are to always be exactly the same as the mentor teacher's discipline and management.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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### INSTRUCTION

8. The mentor should never interrupt a lesson being taught by the candidate

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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9. The candidate should never interrupt a lesson being taught by the mentor teacher.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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**PAPERWORK**

10. The candidate is responsible for grading all student work regardless of who taught the lesson.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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**INSTRUCTIONAL CONFERENCES**

11. The mentor teacher observes the candidate every time he/she teaches and provides the candidate with written formative feedback.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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**SCHOOL DUTIES**

12. The candidate participates in all school duties (lunch, recess, hall, bus, etc.) of the mentor teacher and any other teacher when asked.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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**PROFESSIONAL BEHAVIOR**

13. The candidate keeps the same hours as the mentor teacher. This not only includes the required teacher day, but additional hours before and after school.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
-------------------	----------	-------------------	----------------	-------	----------------

14. The candidate attends all professional meetings with the mentor teacher including team, grade level, faculty, in-service, and conferences.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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15. The mentor teacher will introduce the candidate as a teacher candidate rather than a student.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
-------------------	----------	-------------------	----------------	-------	----------------

16. It is O.K. for the candidate to dress casually, because s/he is not the "real" teacher

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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*Note: As you complete your discussion of these expectations, be sure to add any other issues or concerns not addressed in these exercises.*

Davis, D. (2004, March). *Developing effective mentors and interns*. Workshop presented at the Professional Development School National Conference, Towson, MD.

## Appendix B

### Individual Professional Learning Plan (IPLP)

Candidate Name:	Date:	University:
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Domain Two Goal (2a – 2d): Identify Component \_\_\_\_\_

Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities)

Domain Three Goal (3a – 3c): Identify Component \_\_\_\_\_

Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities)

Third Goal: Identify Component \_\_\_\_\_

Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Step


*I have reviewed the above Professional Action Plan:*

Candidate's Signature: \_\_\_\_\_  
\_\_\_\_\_

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

University Representative: \_\_\_\_\_  
\_\_\_\_\_

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

## Appendix C

### MUST 445 Professional Seminar

#### Taskstream Artifacts/Assignments

#### 1. Individual Professional Learning Plan (IPLP)

These are the three goals that you have for your teaching internship semester, based on the Danielson Framework. Use the form provided on the course webpage. If you have two separate school placements you will need an IPLP for both settings. You will find two separate IPLP spots in Taskstream.

INTASC Standard 9: Professional Development  
9.1, 9.2, 9.3

#### 2. Professional Log

This is the record of all the “out of the regular school day” activities, meetings, rehearsals, concerts, etc. that you participate in with your mentor teacher and your students. Use the form provided on the course webpage. If you have two separate school placements you will need a Professional Log for both settings. You will find two separate Professional Log spots in Taskstream.

INTASC Standard 10: School & Community Involvement  
10.1, 10.2, 10.3, 10.4

#### 3. Unit Plan

This is a unit of study planned for at least 6-8 lessons, incorporating curricular standards, learning targets, ELA standards, differentiation, assessment, and technology standards. Use the template provided on the course webpage.

INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8: Content Pedagogy; Student Development; Diverse Learners; Multiple Instructional Strategies; Motivation and Management; Communication and Technology; Planning; and Assessment

#### 4. Analysis of Student Work/Student Learning Outcomes

This narrative reflection will include pre- and post- test data from your unit plan for three selected students. Included should be student work samples or examples that evidence growth over time, a graph showing student growth, and analysis of student data.

INTASC Standard 8: Assessment  
8.1, 8.2, 8.4, 8.5, 8.6

#### 5. Video and Reflection

A video from at least one of your unit plan lessons along with a personal written reflection narrative.

INTASC Standard 9: Professional Development 9.1, 9.2, 9.3

**6. Lesson Plans/Reflections/Evaluations**

Lesson plans from your four formal evaluations, your personal written narrative reflection from those lessons, and the evaluation rubric or response your university supervisor completed.

INTASC Standards 1-9: Content Pedagogy; Student Development; Diverse Learners; Multiple Instructional Strategies; Motivation and Management; Communication and Technology; Planning; Assessment; and Professional Development.

**7. Musical example**

Audio or video recording of a portion of your required recital.

Dr. Conlon Khan will upload your pre-recital jury rubric to your Taskstream account.

NASM Standard 1: Performance on your major instrument or voice.

**8. Semester Reflection**

This is a reflective paper of your individual development and what you have learned about teaching and learning in your music education internship. Examine the course of the semester for changes in attitude, aptitude, skill, or disposition. In your reflection, describe where you were in belief or practice at the beginning of the semester and compare and contrast it to where you are at the end of the semester.

Narrate specific detail on how you worked to become proficient in the management systems of your placement school(s) including; posting attendance, grading, communicating with parents and patrons, and using disciplinary procedures.



## University of Idaho Lionel Hampton School of Music Lesson Plan Template

<b>Name:</b>	<b>Date:</b>	<b>School:</b>	<b>Subject:</b>	<b>Grade Level:</b>
<b>Lesson Objective(s):</b> Objective(s) should be focused on: (1) students' learning outcomes, (2) include an observable, measurable action verb, and (3) be appropriate for the subject and grade level.		<b>Education Standard(s) Addressed:</b> National Standards/Idaho Content Standards (Ex: 4-5.Mu3.1.3)		
<b>Personal Goal(s):</b> In what way(s) will you endeavor to improve as an educator while executing this lesson? What will you be able to do (as an educator) that you haven't done before?				
<b>Focus Question:</b> Question for students to answer by the end of the lesson. It should be linked to the lesson objective(s).		<b>Demographics:</b> Specific information pertaining to the composition of the students who attend the school as well as those in the current class.		
<b>Pre-Assessment:</b> How will you know what prior knowledge your students have pertaining to your designated learning objectives?				
<b>Ongoing Assessment:</b> What might you do during the lesson to monitor student understanding?		<b>Materials Needed:</b> What do you need to bring/have available in order to execute your lesson? Things to consider: visuals, handouts, instruments, props, media players, etc.		

<p><b>Post Assessment:</b> How will you know that your students have achieved the learning goals (targets?)</p>	
---	--

<b>Announcements/Opening:</b>			
<p><b>Lesson Sequence:</b> The process by which the objective(s) will be achieved.</p>	<p><b>Teacher Actions (TTW):</b> Be specific in your procedures, include not just a step by step guide but also reminders ie. rehearsal numbers, teaching strategies, etc.</p>	<p><b>Student Actions (TSW):</b> Transitions, expectations for appropriate behavior, engagement, etc.</p>	<p><b>Accommodations for Students with Special Needs:</b> ELL, Autistic, Physical Impairments, etc.</p>
<p><b>Introductory Set:</b> Warm-up, technique activities, review/preparatory material(s)</p>			
<p><b>Activities/Piece(s):</b> Make clear the connection between classroom activities and the objective. Include transitions throughout the lesson. How will you keep students engaged/interacting throughout the lesson? Strive for a variety of instruction methods.</p>			

<b>Summary/Review:</b> How will you conclude the lesson? Are there any assignments? How will you dismiss the class?			
<b>Additional Notes:</b>			

**Post Lesson Self-Reflection:**  
What went well? What would you change?

## UNIT PLAN TEMPLATE

Big Idea:  
Grade Level:  
Curricular Focus:  
Dates of Unit:

### WHO ARE YOUR STUDENTS?

Total Number of Students \_\_\_\_\_ Males \_\_\_\_\_ Females \_\_\_\_\_ SPED Inclusion \_\_\_\_\_ SPED  
Pullout \_\_\_\_\_ ELL level 1 \_\_\_\_\_ ELL level 2 \_\_\_\_\_ ELL level 3 \_\_\_\_\_ ELL level 4 \_\_\_\_\_ ELL  
level 5 \_\_\_\_\_  
GT \_\_\_\_\_ Any Other \_\_\_\_\_

Additional Information/Narrative on your School, Classroom, or Specific Ensemble. Include descriptions of your students with special physical, social, language, or emotional needs. Address the classroom and school culture, as well as the general demographics and needs of your community. How well supported is education? Music education?

### PHASE 1: PLANNING

Content: Essential Questions	
Specific Content Standards to be Addressed:	

<p>Music Targets: Knowledge:</p> <p>Skills:</p> <p>Attitudes and Dispositions:</p>	
<p><b>Prior Knowledge Needed:</b> <i>How do you know students are ready to learn? What is/are their...</i></p> <p>a. ...position in relation to learning targets prior to instruction?</p> <p>b. ...dispositions prior to instruction?</p> <p>c. ...level of mastery of prerequisite skills and knowledge?</p> <p>d. ...position in relation to accessibility of content, process and/or product?</p>	
<p><b>Language Targets:</b> What music or other vocabulary will the students learn to master the music targets?</p>	<p>A. Four language domains (reading, writing, speaking, listening)</p> <p>a. Reading:</p> <p>b. Writing:</p> <p>c. Speaking:</p> <p>d. Listening:</p> <p>B. Specific Vocabulary:</p>

Pre-Assessment:	
Planned Assessments, Scoring, Criteria:	<ul style="list-style-type: none"> <li>a. Formative:</li>   <li>b. Summative:</li> </ul>
How will assessment inform your instruction?	
Planning for differentiation:	
WIDA Instructional supports for students who are learning English (ELL) Consider UDL (Universal Design for Learners) and how each support helps ALL learners..	<ul style="list-style-type: none"> <li>A. Graphic Supports:</li>   <li>B. Sensory Supports:</li> </ul>

**PHASE 2: INSTRUCTIONAL SEQUENCE**

Scope & Sequence	Learning & Language Targets	Learning Activities: Including Musical Selections	Teacher Facilitates: Instructional Strategies (list the ones you plan on using)	Students Active Participation: Rate the Depth of Knowledge (Bloom's DOK) Include Differentiation	Technology
Lesson 1					
Lesson 2					
Lesson 3					
Lesson 4					
Lesson 5					
Lesson 6					
Lesson 7					

Lesson 8					
Lesson 9					

**Unit Closure:**

**Follow up unit ideas:**



### PHASE 3: FINE TUNING

**Engaging Strategies:** Provide specific examples of where each strategy is integrated into your unit.

<u>1. Personal Response:</u> More than one right answer (opinions, supported predictions, arguments, multiple answers possible and accepted)
<u>2. Choice:</u> Students have meaningful options (taking control and making decisions)
<u>3. Novelty &amp; Variety:</u> Learning experiences are unusual or unexpected (games, role-play, competitions, integrated fun, variety)
<u>4. Clear/Modeled Expectations:</u> Students know what success looks like (visual examples, modeling, models, rubrics and self-assessment)
<u>5. Emotional/Intellectual Safety:</u> Freedom to take risks (explain why their answer is plausible, students are passionate about their answer, sources, evidence and examples are cited)
<u>6. Learning With Others:</u> Sharing/comparing ideas with peers (think-pair-share, lit circles, group discussion, peer revision or review)

7.Sense of Audience: Student work is shared (proficient work posted, student work as exemplars, increased level of concern)

8.Authenticity: Connections to experiences or prior learning (real-life activities, hands on manipulative, current events/issues, extension of workplace activities)

**Depth of Knowledge:** Provide specific examples of how you engaged students in all 4 levels of thinking.

Level 1 – Recall: draw, identify, list, label, measure, define, memorize, calculate, arrange, 5 w’s, name, report, quote, match, recognize, tell, state, repeat, recite
Level 2 – Skill/Concept: infer, categorize, collect and display, identify patterns, graph, organize, classify, construct, separate, modify, cause/effect, predict, estimate, interpret, compare, distinguish, relate, use context cues, observe, summarize, show
Level 3 – Strategic Thinking: revise, assess, develop a logical argument, apprise, construct, use concepts to solve non-routine problems, critique, formulate, explain in terms of concepts, investigate, draw conclusions, differentiate, hypothesize, cite evidence
Level 4 – Extended thinking: design, connect, synthesize, apply concepts, critique, analyze, create, prove

**ISTE Standards:** provide specific examples of how you utilized technology purposefully to enhance student learning.

ISTE 1	Facilitate and inspire student learning. Is candidate using technology to engage support, inspire stu
ISTE 2	Design and develop digital age learning experiences and assessment. It's candidate using technolo personalize, offer choices, and assess
ISTE 3	Model digital age work and learning. Does candidate use a variety of technological tools to comm collaborate and/or ask students to do the same
ISTE 4	Promote and model digital citizenship and responsibility. Does candidate teach ethical, legal and s technology and Internet etiquette? Does candidate promote global awareness and increased cultura using technology to communicate and collaborate with people of other cultures?

**Accommodations:** Provide strategies for supporting all learners.

ADHD	
Autism Spectrum	
Other Physical or Emotional Considerations	
ELL	
Gifted/Talented	

\*\*This may be a helpful template for each one of your lessons within your unit plan

Grade:		Teacher:		M	T	W	TH
						F	
Announcements:				Materials:			
Procedure: Week __ Lesson __				Procedure: Lesson __			
Notes:							
Content Standards:							