



SHARE YOUR PASSION.

# Student Teaching Handbook

2019-2022



*The mission of VanderCook College of Music is to enrich the lives of present and future generations through the preparation of teachers in instrumental, choral, and general music disciplines. Our broad-based curriculum is designed to prepare teachers with strong character, skill in the process of teaching, and respect for the essential role of music in our culture.*

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## **The Student Teaching Experience**

The student teaching field experience is the final phase of the teacher education program at VanderCook College of Music. Upon successful completion, a candidate may earn the bachelor or master of music education degree, and receive entitlement for the Illinois Professional Educator License (PEL) with a K-12 Music Endorsement after successful completion of the Illinois State Board of Education Music Content-Area Test, and receiving a passing score on the edTPA Portfolio.

Student teaching is designed to allow for practical application of integrated knowledge and pedagogical approaches to the teaching and learning of music. In this process, cooperating teachers at the partner schools become the mentors who induct the student teachers into the profession. VanderCook supervisors support the cooperating teacher in clinical supervision and skill development while serving as the link between the college and the cooperating schools.

Cooperating teachers, college supervisors, and student teachers are encouraged to use this handbook to clarify the procedures, policies, roles, and responsibilities of all parties involved in the student teaching process.

## **Rights Reserved Statement**

The provisions of this publication are not to be regarded as an irrevocable contract. VanderCook reserves the right to modify, revoke, or add regulations at any time. As an institution accredited by the National Association of Schools of Music (NASM) and the Higher Learning Commission, VanderCook is also subject to the mandates issued by the Illinois State Board of Education (ISBE) and the State Educator Professional License Board.

## **Our Stand on Diversity**

Since its origin in 1909, VanderCook has supported and embraced the concept of diversity. Our faculty, staff, and student body come from a wide variety of backgrounds and from different parts of the world. We value the diverse perspectives and unique contributions each of our constituents brings to the VanderCook learning community. VanderCook has always believed that every student deserves a chance, and it is our policy to provide a working and learning environment that allows everyone to realize their full potential.

VanderCook is committed to equal opportunity and non-discrimination in its admissions and hiring policies. All qualified individuals are considered regardless of race, religion, color, age, national origin, gender, gender identity, sexual orientation, disability, applicable veteran status, or any other characteristic protected by applicable federal, state, or local laws.

## **Harassment**

VanderCook seeks to ensure that all individuals feel safe from harassment and are able to interact with all constituents of the academic community without fear or concern.

**General harassment** is defined as any physical, verbal, or written (including online social networking (e.g., Facebook, Instagram, etc.), email, and mobile phone networking

(e.g., texting, Twitter, etc.)) communication or action that targets a person based on race, religion, culture, beliefs, gender, gender identity, sexual orientation, affective associations, or mental or physical differences which is persistent or severe enough to interfere with that person's work or academic performance. If actions or communications are deemed offensive, hostile, or intimidating from the perspective of the person experiencing the action or communication, as well as from an objective (i.e., a reasonably uninvolved person's) viewpoint, a finding of harassment may result.

**Sexual harassment** is unwelcome physical, verbal, or written (including online social networking (e.g., Facebook, etc.), email, and mobile phone networking (e.g., texting, Twitter, etc.)) contact that is of a sexual nature. This may include any uninvited physical contact; requests for sexual favors; pressure to continue a sexual relationship when one party has expressed a desire to end the relationship; or pressure to engage in sexual contact when one party has not given consent, has withdrawn consent, or is not able to give informed consent. When such conduct creates an intimidating, offensive, or hostile environment that affects an individual's work or academic performance, a finding of harassment may result. Protection from sexual harassment is included under federal law (Title IX of the Education Amendments Act of 1972). VanderCook designates a faculty member as a Title IX coordinator.

**Retaliation** in word or action for a complaint of harassment is considered just as serious as the original alleged behavior.

Should a student teacher be confronted with any situation that may be perceived as harassing or intimidating, it should be reported to the college supervisor immediately. The supervisor will discuss the situation with the director of student teaching, and appropriate steps will immediately be taken to ensure the comfort and safety of the student teacher.

## **Student Teacher Objectives**

Objectives specific to the student teaching process include the abilities to:

- Prepare, organize, and develop instructional plans.
- Demonstrate satisfactory proficiency of basic skills and command of the subject matter.
- Translate educational theory into practice by implementing meaningful learning experiences.
- Demonstrate receptive, expressive, verbal, and nonverbal communication with students, parents, colleagues, administrators, and the community.
- Accommodate the individual differences and needs of all students.
- Evaluate student learning and student teaching using multiple and diverse forms of assessment.
- Meta-cognitively analyze their own teaching skills and methods.
- Create and maintain a positive classroom environment that is conducive to learning.
- Effectively interact and work as a member of an educational team with all administrators, teachers, counselors, instructional specialists and aides, service personnel, parents, and the community at large.

- Participate fully in activities and events designed to supplement or support the educational process that occur before or after a normal school day.
- Demonstrate professional ethics by exhibiting an attitude of commitment, responsibility, professional dress, and a spirit of service.

## Nature of the Student Teaching Experience

The student teaching experience should involve minimal amounts of observation and teacher aide roles. The student teacher should actively participate in teaching activities as early as possible. The schedule below outlines a **suggested** timeframe for the experience and discussion topics.

**Week 1** – Observation of and participation (playing, singing) in full ensemble rehearsals with the possibility of small group and individual teaching by the student teacher. Student teachers should take attendance in order to learn students' names.

Items to address in conference/conversation:

- Introduction to administration, faculty, and staff
- Procedures and expectations of the cooperating school and teacher
- Procedures and guidelines for accessing the cooperating school's building and facilities
- Expectations of the student teaching experience and schedule
- Scheduling a daily meeting time to reflect and discuss

**Weeks 2-3** – The student teacher will be responsible for warming up large ensembles, and teaching entire lessons of other classes on a rotating basis with the cooperating teacher. The cooperating teacher will begin phasing the student teacher into classroom instruction.

Items to address in conference/conversation:

- Classroom management
- Lesson planning, rehearsal/activity planning, and pacing

**Weeks 3-5** – The student teacher will be running warm-ups and a portion of large ensemble rehearsals, as well as teaching most other classes normally assigned to the cooperating teacher.

Items to address in conference/conversation:

- Grading procedures and assessment of students
- Student Teacher Evaluation Forms
- Calendar planning

**Weeks 4-6** – The student teacher will assume approximately 80% of the cooperating teacher's instructional duties. Team-teaching may occur depending on the circumstances.

Items to address in conference/conversation:

- Meeting the needs of all the students in the class
- Pacing a rehearsal/activity
- Programming

**Weeks 5-7** – The student teacher assumes full teaching duties. The intention of this portion is to provide a realistic experience for the student teacher.

Items to address in conference/conversation:

- Finding the teachable moment in every rehearsal/activity
- Membership in professional organizations
- Developing habits for continued growth
- Securing a letter of recommendation
- Establishing long-term goals

The student teacher is expected to gradually increase the magnitude of their teaching responsibilities, working toward the eventual assumption of the cooperating teacher’s full workload, including out-of-class activities. At the discretion of the cooperating teacher in consultation and agreement with the student teacher, it is hoped that the student teacher will be responsible for at least one full week of the experience at both the elementary and secondary levels. Earlier transfer of all teaching responsibilities is recommended.

## Duration

The duration of the student teaching experience varies depending on the number of credit hours a student is receiving for their experience.

	<b>Student Contact Days</b>	<b>Credit Hours</b>	<b>Contact Days at Elementary (K-8) Level</b>	<b>Contact Days at Secondary (9-12) Level</b>
<b>Full-semester experience</b>	75 minimum	9-12	35-40	35-40
<b>Half-semester experience</b>	60 minimum	6	30 minimum	30 minimum

As much as possible, all experiences are split equally between the elementary school and the high school. It is the student teacher’s responsibility to communicate openly with the cooperating and supervising teachers in order to facilitate the best experience and transition for all involved.

## Commitment

All candidates are expected to fully devote their time to the student teaching experience. This includes any weekend events, rehearsals/meetings before or after normal school hours, and all performances. Student teachers are discouraged from involvement with other activities or part-time jobs.

In order to maximize potential success for the student teaching experience, candidates may not enroll in academic classes, extracurricular college activities, senior

recitals, or actively participate in any VanderCook ensemble or event with the exception of the student teacher seminars and edTPA Immersion Day.

Schedules should be established in conjunction with the cooperating teacher. A copy should be submitted to the college supervising teacher during the first week of the field experience at each participating site.

## **Attendance Policy**

Student teachers are expected to be in attendance during all student and non-student contact days (in-service, parent conferences, etc.) while at the site. This includes any weekend activities, early morning meetings, or evening rehearsals. A student teacher is expected to arrive at the school **before** their cooperating teacher and leave **with** the cooperating teacher at the end of the day. Tardiness will not be tolerated.

**In the event of an illness or emergency, the cooperating teacher must be contacted immediately. The absence must also be reported to the supervising teacher, as well as the director of student teaching.** Failure to report an absence will have a detrimental effect on the teacher candidate's final grade for student teaching.

The 60- or 75-day experience is the minimum period necessary to receive credit for the student teaching experience. It is expected that student teachers will be in attendance during the entire student teaching experience. Any absences due to school emergency closure, interviews, or illness may need to be made up during an extended student teaching experience.

## **Additional Policies and Procedures**

- Candidates shall evidence a satisfactory experience by earning a grade of C or higher for the student teaching experience (see Assessment and Evaluation\*).
- The student teaching experience may only be repeated one time, if deemed necessary, to improve performance.
- A student teacher may not receive remuneration for the student teaching experience.
- The student teacher may not serve in lieu of the cooperating teacher. The student teacher may, however, assume responsibility for the class if a qualified substitute teacher is assigned and in the classroom.
- The student teacher is responsible for providing their own transportation to the assignment sites.
- Questionable character, attendance, continued tardiness, or professional demeanor may result in removal from the student teaching experience.

## **Assessment and Evaluation**

Student teachers will be formally evaluated a total of four times by their cooperating teacher(s): four times if there is only one cooperating teacher, or twice each if two cooperating teachers have been assigned. The cooperating teacher's assessments should be completed in dialogue with the student teacher. Completed assessment forms should be uploaded to your Student Teaching Google File.

The college supervising teacher will complete one assessment form at each of their four scheduled visits. The student teacher will complete a total of four self-assessments throughout the student teaching experience.

The final grade will be based on the following:

- Cooperating Teacher, Supervising Teacher, and Self-Assessment Forms
- Cooperating teacher's recommended final grade
- Supervising teacher's recommended final grade

\*Candidates are expected to earn an "A" or "B" for student teaching. Candidates receiving a grade below a "B" may be asked to repeat the student teaching experience.

### **Responsibilities of the Cooperating Teacher and School**

The student teaching experience is made possible through mutual agreement with the cooperating school administration and cooperating teacher. This partnership is established to provide the best possible circumstances for the student teacher to be part of a qualified, practical internship experience.

It is expected that the cooperating school and cooperating teacher shall:

- Assign a qualified cooperating teacher who holds a Professional Educator License, and who will provide direct supervision and advisement.
- Orient the candidate to the school and to the role of a student teacher.
- Schedule regular planning and evaluation sessions with the candidate.
- Allow the student teacher to initiate instruction and perform regular teaching duties without continuous supervision by the cooperating teacher once the student teacher is judged to exhibit satisfactory instruction and student supervision.
- Provide experiences to include some or all of the following:
  - Teacher's aide experience
  - Individual as well as small and large group instruction
  - Classroom management for grade settings of varying sizes
  - Design of experiences and learning outcomes for various student populations, including students of diverse backgrounds or with special needs
  - Preparation of instructional materials for various teaching strategies
  - Preparation of student assessments, grading, recording, and reporting
  - Assistance with various supervisory responsibilities
  - Out-of-class experiences that are supportive of instruction (e.g., interaction with administrators and other professional personnel, participation in all-school events, attendance at faculty meetings, observing other classes, interacting with parents, interacting with student services personnel, etc.)



- Interaction with professionals regarding curricular goals of the State of Illinois, the cooperating school, and standards of the profession; and experiences directly associated with at least one co-curricular activity (i.e., sporting event, student assembly, special program, fundraising activity, etc.)
- Assist the student teacher in the practical applications of teaching and learning theory.
- Assist the student teacher in planning lessons in accordance with learner outcomes.
- Facilitate the gradual phasing in of teaching responsibilities in a manner that accounts foremost for the learning needs of the students in the classroom.
- Provide systematic and ongoing feedback regarding lesson planning, teaching, performing as a student professional, and other responsibilities of the student teacher.
- Provide written assessments about the student teacher.
- Provide the student teacher with a physical place within the classroom and/or office.

## Responsibilities of the Student Teacher

In order to obtain maximum benefit of the complete student teaching experience, it is the full responsibility of the student teacher to adhere to all practices and policies as established by the cooperating school and VanderCook College of Music.

The student teacher should:

- Actively strive to attain the intended outcomes of the student teaching experience, and to perform responsibilities with excellence and a sincere desire to improve.
- Assume responsibility for understanding the role of the college, the cooperating teacher, and the student teacher.
- Accept the primacy of student learning and commit to this above all else.
- Prepare a thorough lesson plan for each class segment or unit taught. **All lesson plans must be submitted in writing.**
- Perform in a manner that exemplifies professional conduct and professional ethics. Elements of professional conduct include, but are not limited to:
  - Maintaining the dignity necessary to gain the respect of all students
  - Showing high regard and respect for each student
  - Demonstrating enthusiasm for teaching
  - Maintaining confidentiality of information regarding students and the cooperating school
  - Setting a good example for the students – physically, mentally, ethically, humanely, and musically
  - Exhibiting professional ethics

- Assuming no authority beyond that delegated by the cooperating teacher
  - Understanding what is expected as a student teacher, and maintaining awareness of the responsibilities of all with whom the candidate relates
  - Being resourceful and responsible, displaying initiative, and being responsive to constructive criticism
  - Manifesting pride in the teaching profession
- Initiate conferences with the cooperating teacher.
  - Provide contact and emergency information to the cooperating teacher, college supervisor, and director of student teaching
  - Arrange for timely visits by the college supervisor in conjunction with the cooperating teacher. The college supervisor should be provided with directions and an hourly schedule of events for the observation day. A conference should be held following each observation, and the Student Teacher Assessment Form signed. (**Note:** The main office and any security personnel at the cooperating school should be notified in advance of a scheduled visit.)
  - Prepare and maintain a daily **Student Teaching Journal**, a personal compilation that summarizes the chronological events and activities undertaken during the student teaching experience. Reactions and reflections to teaching, observing, listening, planning, meetings, criticisms, disappointments, and successes should be included. The journal is designed for the student teacher to assess progress in teaching efficiency, teacher effectiveness, and teaching confidence.
    - Journals may be prepared in a binder notebook or kept in the shared Student Teaching Google File.
    - Journal entries should be concise but inclusive so as to indicate the teaching days, weeks, and term of the assignment.
    - Performance programs, personal correspondence, memos, and items significant to the first teaching experience should be included.
  - Complete a total of 15 professional interviews and record findings on the forms provided. Place all forms in the shared Student Teaching Google File. (**INTERVIEWS ARE TEMPORARILY SUSPENDED DUE TO THE CORONA VIRUS PANDEMIC.**)
  - Exhibit professional appearance. Attire and grooming should be in accord with the standards and/or guidelines established for teachers and professional staff by the cooperating school. It is the student teacher's responsibility to comply with such standards.
  - The minimum period necessary to receive credit for the student teaching experience is 60-75 days. It is expected that student teachers will be in attendance during the entire student teaching experience. Any absences due to school emergency closures, interviews, or illness may need to be made up during an extended student teaching experience.
  - Provide their own transportation to and from the respective school site(s).

## Student Teacher Evaluation

Written assessments of the student teacher's performance are recorded by the college supervisor during each visit. The cooperating teacher(s) assess(es) biweekly and at the end of the placement date. The student teacher should record self-assessments as part of each lesson taught and at the conclusion of the teaching assignment. The student teacher must also maintain a daily journal of the student teaching experience and include perceptions in that journal.

The cooperating teacher(s) recommend(s) a final grade for the student teacher based upon their evaluations throughout the student teaching experience. The college supervisor also recommends a grade; the final grade is assigned by the Director of Student Teaching upon review of all recommendations. Grading for the student teacher experience is as follows:

- A = Performed in a consistently outstanding manner
- B = Performed in a highly satisfactory or excellent manner
- C = Performed in a satisfactory manner
- D = Performed in a marginally satisfactory manner
- F = Performed in an unsatisfactory manner

The following materials must be filed with the Director of Student Teaching within one week after the last day of student teaching:

- Assessment forms
- Student teaching journal
- Letter grades

## Placement Procedures

Student teaching placements are sought with consideration given to:

- Public and private schools that have been designated as cooperating student teaching sites based on:
  - Observation by VanderCook faculty to verify the quality of the teaching and the program,
  - Recommendations from VanderCook faculty who have given master classes at prospective sites,
  - Recommendations from VanderCook faculty who have served as guest conductors at prospective sites,
  - Recommendations from alumni who have knowledge of strong programs in the Chicago-land area.
- Proximity to VanderCook for supervisory purposes, and
- Candidate preference based on the following:
  - Observation of teachers and programs, and working with their students while completing assignments in various methods and professional education courses.
  - Observing teachers and programs while earning pre-clinical experience hours during institution-organized run-out days
  - Completing professional growth opportunities sanctioned by the College.

Candidates must submit a list of three or four possible sites per level (elementary/middle and secondary), a resumé, a short bio, and a current transcript.

Inquiries are then sent to a school district's human resources personnel or a school's principal, accompanied by the candidate's credentials, which are considered in the review process. The candidate will then meet with the prospective cooperating teacher to determine if the placement is a good fit. Additionally, a school administrator may request an interview prior to giving tentative acceptance.

In general, candidates are not placed in a school district in which a relative or close associate is an employee, or at which the individual recently attended. A request for placement at a specific school does not guarantee placement.

### **Site Characteristics**

VanderCook is located among many excellent and diverse school settings, both public and private. The college enters into an agreement with schools that are able to provide the student with a quality experience. Most schools have a rich, multi-cultural environment.

### **Transportation**

Student teachers must provide for their own transportation to and from the cooperating school. Placement cannot be guaranteed at a site within walking, biking, or public transportation distance.