UNIVERSITY OF
NORTHERN COLORADO

College of Performing and Visual Arts
School of Music

Music Education
Student Teaching Handbook
November, 2021

Developed by the Music Education Area
with the School of Teacher Education

Dear Student Teaching Partners
(students, mentor teachers, supervisors),

Welcome to the adventure of student teaching! The UNC Music Education Area has just a few words to share at the start of this detailed handbook.

Students, we are so proud of you. Your hard work and determination have brought you to the final stage of your degree – celebrate! But also be prepared for a challenging and demanding semester, designed to prepare you for the challenging and demanding classrooms that will soon be *yours*.

Mentor Teachers, we are beyond grateful for your time, expertise, and willingness to share. We hope that our students are an asset in your classroom, but we acknowledge you are adding work to your plate by working with our student teachers. We thank you for these efforts, as your work will enrich the musical education of generations of students to come. Thank you for growing and strengthening our profession!

Supervisors, thank you for bringing your classroom expertise to this important role. Your observations and assessments are invaluable in helping our students' grow. You are often the glue that holds together all the partners in this process, and we are grateful for your careful, considerate handling of all situations that arise.

We have developed this handbook to clarify and support many elements of the student teaching experience. We encourage you to read the entire thing, but obviously prioritize the section that directly applies to your role. We hope you will find this a helpful resource and that you will reach out with any questions.

Have a fantastic, challenging, rewarding, *musical* semester!

Sincerely,
Your UNC Music Education Area

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Guidelines for Student Teachers

Congratulations! Welcome to student teaching, a culmination of all your time and experiences at UNC. This is a very exciting time and you have earned the right to celebrate! However, there are also a lot of important details to attend to. **Please read this handbook thoroughly and carefully.** Attending to all the information here will ensure a successful student teaching experience.

Required Paperwork
You will see references in this handbook to templates and forms provided in the appendix. These forms are also provided digitally on the Music Education Current Students website: https://arts.unco.edu/education/.

Communication
- The University Supervisor should be your primary contact. They will be in regular contact with you and your Mentor Teacher. They will be the person conducting teaching observations. They will also be glad to assist with curriculum/materials/repertoire discussions and support *both* the Mentor and Student Teachers. You should be connected with your Supervisor before the placement begins. If not, please ask the Program Coordinator to assist.

- The School of Teacher Education Field Placement Officer (Lynette Kerrigan, lynette.kerrigan@unco.edu) is your contact for logistical questions. If there are concerns with district-level paperwork, or placement assignments, she can help.

- The BME Program Coordinator (Lindsay Fulcher, lindsay.fulcher@unco.edu) is your catch-all contact. If you aren't sure who to contact, feel free to ask Dr. Fulcher. And particularly if problems have occurred, please include Dr. Fulcher in your communications. You will see Dr. Fulcher monthly for Student Teacher Seminar, MUS 450, but please feel free to reach out between seminar meetings.

- Please remember that your Supervisor and Program Coordinator are here to advocate for you. Yes, we also offer constructive criticism as necessary, but part of our job is to ensure *you have a successful student teaching experience*. If there are uncomfortable situations or conversations that need to be addressed, you can come to us with that. We will advocate for you and support you in all the ways we possibly can.

Student Teaching is a Full-Time Job
Your top priority is student teaching. ***No outside activities should interfere with your student teaching responsibilities.***
- Fall student teachers will begin with their Mentor Teacher on the first day that the Mentor Teacher reports to work in August. This is typically *before* UNC starts class. Spring student teachers will begin with their Mentor Teacher on the first day that the Mentor Teacher reports to work in January. This is typically *before* UNC starts class.

- With our split placement format, you will spend 8 weeks at your first placement. Your second placement begins immediately following the conclusion of your first placement. *You do not get a break between placements*. Your second placement typically includes a vacation (Thanksgiving or Spring Break). That break does not count toward time in the classroom. You need 8 weeks of *teaching* time in the classroom; therefore your 2nd placement is usually scheduled for 9 weeks. This should result in at least 640 hours of contact time (16 weeks x 40 hours a week).

- You must follow your host school's calendar. You get days off when they do, which may or may not coincide with UNC's breaks.

- You must be in attendance each day of the placement, at school when your Mentor Teacher arrives, and staying as long as your Mentor Teacher remains at school.

- You should be present at appropriate co-curricular activities and concerts, from beginning to end (or longer).

- You should be present at (and participate in) all Professional Development (PD) events that are required of your Mentor Teacher.

- You should assist with professional activities including parent conferences, professional learning communities, lunch and recess duties, and band/choir/orchestra camps, as dictated by your Mentor Teacher.

- Your Mentor Teacher may be involved in other district/school roles, musical or otherwise (e.g. district music supervisor, chess club advisor, Orff chapter president). You are encouraged to participate in those events (if invited), and may add them to your log of hours, but you are only *required* to participate in activities related to being a music teacher at school.

- Student teacher seminar meetings (MUS 450) will occur on several Friday afternoons. Attendance is mandatory. Please alert your Mentor Teacher to these dates at the start of the semester and make plans to leave school in time to attend seminar.

- You will keep a log of your attendance. This will be managed through MUS 450.

- It may happen that your school is forced to close for a few days while you are there (snow days, medical quarantine, building emergencies, etc.). Ideally, you will make up that lost time by adding days to your student teaching experience. However, we recognize that these events are completely outside your control. If your school is forced to close, please be in touch with your Supervisor and the Program Coordinator ASAP to develop a plan.

If you must be absent:
- A sudden absence that cannot be avoided (e.g. illness, family emergency), must be communicated to Mentor Teacher & Supervisor as soon as possible. *You cannot leave*

a K-12 class unattended – you must alert your Mentor Teacher to your absence before the school day starts.
- If you are sick – stay home! Do not add to the spread of germs in your K-12 community.

- Unavoidable conflicts MUST be cleared in advance by your Mentor Teacher **and** University Supervisor. These are the only people with the authority to excuse an absence or alter placement dates.

- If you are absent for any reason, that time must be made up. Consult with your Mentor Teacher and Supervisor to make a plan (might include adding days to the placement, or perhaps you are already doing a lot of extra-curricular work that can help to "make up" the time).

Unexcused absences of any length are not allowed and can result in failure of student teaching.

Prepare
The following items should be taken care of *before* student teaching formally begins.
- Connect with your Mentor Teacher and share your placement dates. Ask if they will be sharing that information with their administrators or if you should.

- Connect with your Supervisor. You may have a different Supervisor for each placement.

- Share your school schedule, school address, and school phone number with your Supervisor. You are encouraged to share your cell phone number with Supervisor and Mentor Teacher.

- Request a copy of the Teacher Handbook and School Policies from your host school(s). Read it!
  - In particular, be aware of school policies on reporting suspected abuse or neglect, and policies on corporal punishment and restraints.

- Request a copy of any Classroom Management Plans or other Classroom Policies from your Mentor Teacher(s). Read it!

- Talk with your Mentor Teacher(s) about identification badges. *Request* an identification badge if necessary.

- If you need to enroll in a class while student teaching (to complete graduation requirements), please speak with the BME Program Coordinator. This requires a petition and permission from the BME Program Coordinator as well as the Director of the School of Teacher Education. *This permission is not guaranteed,* and you must recognize the

significant strain this additional work will put on your time. You will need to prioritize your time very carefully.

Once You Arrive

- Request a small desk and/or designated space for your own equipment and personal belongings.

- Work with your Mentor Teacher to create a clear transition plan from you observing to you teaching. A long-range planning template is included in the Appendix.

- Discuss with Mentor Teacher and administrators policies regarding you as substitute teacher. Know ahead of time whether you are permitted to "take over" if the Mentor Teacher is absent. Correspondingly, be *prepared* to take over at any moment if the Mentor Teacher must be absent. Please clarify with administration whether you will be paid, and request those agreements in writing.

- Develop a plan with your Mentor Teacher to learn student names as quickly as possible. This is incredibly important for building rapport and classroom engagement.

- Develop professional relationships with all school personnel.

Planning and Delivery of Lessons

- Develop lesson plans for each class taught, in conjunction with Mentor Teacher. Suggested lesson plan template is in the Appendix.

- Prepare lesson materials and resources in advance of each lesson.

- Prepare for possible interruptions to class time (e.g. fire drills, altered schedules, testing, school pictures, etc.).

Reflection and Feedback

- Practice consistent self-evaluation and reflection. Watching video recordings of yourself teaching is one of the best (and most challenging) ways to self-evaluate. Recordings don't lie!

- Welcome constructive criticism and incorporate suggestions into your teaching.

- Be respectful of what your Mentor Teacher asks you to do in your teaching and classroom management. You are encouraged to ask questions if you do not understand their requests (learn from the conversation), but ultimately it is their classroom, and you need to be respectful of their approach and requests.

- If you feel you are not getting enough feedback (or perhaps are getting too much), try talking with your Mentor Teacher about how you're feeling and what you desire. If that is

too difficult a conversation for you to initiate, please talk with your Supervisor. Part of their job is to mediate between you and your Mentor Teacher when necessary.

- Related, if you are dissatisfied with the teaching-time you are getting, please speak up (e.g. not teaching enough, not teaching a wide enough variety of classes, frequently being asked to teach on short notice). Try talking with your Mentor Teacher about how you're feeling and what you desire. If that is too difficult a conversation for you to initiate, please talk with your Supervisor. Part of their job is to mediate between you and your Mentor Teacher when necessary.

Observations
- Your Mentor Teacher may choose to formally observe you, or they may prefer to keep observations informal. There is no specific requirement from UNC in this regard, but please communicate with your Mentor Teacher so that you know their expectations.

- Your Supervisor will observe you at least twice per placement. They will communicate with you and your Mentor Teacher to schedule these observations.

- It is possible that your Supervisor may arrive for an unscheduled or "surprise" observation. These are less frequent, but always an option.

- You should prepare a detailed lesson plan for your Supervisor when they observe. They will expect to receive this plan before class starts. You are also expected to keep record of *all* your lesson plans. Your Mentor Teacher and/or Supervisor may ask to see your plans at any time because evaluating your process(es) can help us to help you.

Evaluation
- At the end of each placement, you will be evaluated using three rubrics: Music PTEP, Program Completer Survey, and Professional Disposition Qualities (see Appendix). You will use these rubrics to complete a self-evaluation. Your Mentor Teacher and Supervisor will also complete these rubrics, based on their observations. These rubrics will be completed via LiveText, an online data-collection service. You should have enrolled in this service prior to student teaching. If not, please contact the Program Coordinator.

- These rubrics *may* be used for additional evaluation and feedback during your student teaching, but they are only formally submitted to UNC (via LiveText) at the end of each placement.

Professionalism
- Dress Professionally every day. You are a representative of UNC and are also networking with folks who could one day hire you.

- If your host school has "casual days" (casual Friday/spirit days/field day) discuss dress expectations with your Mentor Teacher. You are encouraged to participate in these

community-building festivities, but always with extra consideration of the impression you are making on future employers.

- Use professional vocabulary (no jargon nor profanity).

- Use any school technology responsibly and ethically.

- Use social media responsibly. Assume *nothing* is private, and don't address anything on social media that you wouldn't address in-person.

- Respect and protect confidential information about students.

- Treat each student with respect and be considerate of their social and emotional needs.

- Always display sound professional ethics and the qualities of good citizenship, in part because you will be evaluated on these items with the PDQ rubric (see Appendix).

- Very occasionally it happens that a placement falls through or turns out to be a poor fit. You are encouraged to keep other placement requests in mind and *always* be kind & respectful with colleagues in our field. If you have concerns about your placement, be in touch with your Supervisor and the Program Coordinator right away. We will want to begin documenting concerns and working toward solutions ASAP.

- ***A reminder to re-read the above section regarding attendance.*** Your punctual attendance and eager participation are perhaps the #1 way to make and keep a good impression amongst colleagues.

Timeline

These are items that directly impact your ability to student teach (in addition, of course, to all your UNC coursework). The timings indicated here assume you are on the traditional BME 4-year plan. If your degree plan has been altered, please note your timings will be different.

Time	Item to be completed	Where does it go
1st year Spring	Initial Admission to PTEP	Canvas Shell (School of Teacher Education) MCA signed by Advising Center
2nd year Spring	Full Admission to PTEP	Canvas Shell (School of Teacher Education) MCA signed by Advising Center
3rd year	Complete observation hours in places you are considering requesting for student teaching (Network! But make **_NO_** promises about future student teaching placements. Placements are formally made through the School of Teacher Education.)	
3rd year Spring	Praxis Test	When you register for the test, request that your score be submitted to UNC, code 4074. Hard copies will also go to the Student Teaching Application Canvas Shell. *156 is a passing score*
4th year Fall	Application for Student Teaching	Canvas Shell (School of Teacher Education) MCA signed by BME Program Coordinator
4th year Fall	Reach out to Mentor Teachers *once they are formally assigned*. Arrange a visit to your host schools.	
4th year Fall/ Spring	Reach out to Supervisor *once formally assigned*.	
End of each placement	Complete self-evaluation rubrics	LiveText (online)

Guidelines for Mentor Teachers

Thank you for being an expert teacher in our field! The role of the Mentor Teacher cannot be taken lightly. The Mentor Teacher is integral to the success of the student teaching experience, and often becomes the indirect lifelong mentor of the Student Teacher. The following guidelines will help ensure a successful student teaching experience for both the Student and Mentor Teachers.

Communication

- The University Supervisor should be your primary contact. They will be in regular contact with the Student Teacher and will be the person conducting teaching observations. They will also be glad to assist with curriculum/materials/repertoire discussions and support *both* the Mentor and Student Teachers. You should be connected with the Supervisor within the first week of the placement. If not, please ask your Student Teacher to assist.

- The School of Teacher Education Field Placement Officer (Lynette Kerrigan, lynette.kerrigan@unco.edu) is your contact for logistical questions. If there are concerns with district-level paperwork, or your compensation, she can help.

- The BME Program Coordinator (Lindsay Fulcher, lindsay.fulcher@unco.edu) is your catch-all contact. If you aren't sure who to contact, feel free to ask Dr. Fulcher. And particularly if problems have occurred, please include Dr. Fulcher in your communications.

- Very occasionally it happens that a placement falls through or turns out to be a poor fit. If you have concerns about this placement for this Student Teacher, please be in touch with the Supervisor *and* the Program Coordinator right away. We will want to begin documenting concerns and working toward solutions ASAP.

Prepare

- All UNC Mentor Teachers may choose to receive graduate credit for supervising teacher candidates OR a stipend payment. **Note that this credit cannot be used toward a degree program. It is credit that will appear on an official transcript and is typically used by Mentor Teachers to make a move up on their district pay scale.**
  - Please use this link for more graduate credit details and instruction: https://www.unco.edu/cebs/teacher-education/mentor-teachers/
  - This is a two-step process. Step one, application for UNC Non-Degree seeking student status, must be completed by the appropriate deadline below. Upon completion of step one, you will receive an email with step two instructions and additional deadlines. If you do not complete step one by the deadlines listed below you will automatically receive paperwork to process the stipend payment at the end of the semester. We are sorry, however LATE CREDIT REQUESTS CANNOT BE HONORED.
  - Non-Degree Student enrollment deadlines:
    - Spring semester hosting, Add Deadline is March 20th
    - Fall semester hosting, Add Deadline is October 20th

- In <u>addition</u> to either the graduate credit or the stipend payment, mentor teachers may request a verification form used for licensure renewal credit with the State. Contact Lynette Kerrigan, lynette.kerrigan@unco.edu to request this form.

- Your Student Teacher should contact you at the end of the semester prior to their assignment. Please connect with them once the placement is confirmed. Please invite them to the school for a tour and meeting with important school professionals.

- Please make some time to discuss with them your schedule of classes. Create a binder or folder with this kind of information to have ready for them when they arrive for their first day.
  - Suggested items for the binder: class schedule, district & building philosophies, student/faculty handbooks, safety procedures, class lists, contact lists with emails & phone numbers, school calendar

- Clarify the district and building philosophy and goals of teaching with the Student Teacher, discussing how classroom management is structured according to this philosophy.

- Please forward them a copy of the student handbook and the staff /teacher handbook for your school. It is expected that they will read it and know the information on their first day.

- Let them know where/when to show up on the first day, what they should wear, lunch options, and where to park. If possible, include them when ordering school t-shirts for various events such as field day, etc.

- Make the Student Teacher a dedicated area in your teaching space(s). Desk, name plate, basket to receive student papers, etc.

- Collaborate and prepare communications (written and/or verbal) to students, parents, faculty, staff, and administration introducing the Student Teacher. Prepare pupils for the arrival of the Student Teacher, emphasizing the fact that this will be a teaching team with the Student Teacher having an authoritative position.

Student Teaching is a Full-Time Job
It may be helpful to view p. 3 and the attendance expectations as we explain them for the Student Teacher. Here are some clarifications of what you should expect of our students, related to attendance.
- Fall student teachers will begin with their Mentor Teacher on the first day that the Mentor Teacher reports to work in August. Spring student teachers will begin with their Mentor Teacher on the first day that the Mentor Teacher reports to work in January.

- Most of our Student Teachers have a split placement (8 weeks in one school, then 8 weeks in a different school). The second placement typically includes a vacation (Thanksgiving or Spring Break). That break does not count toward time in the classroom. They need 8 weeks

of *teaching* time in the classroom; therefore the 2nd placement is usually scheduled for 9 weeks. The Student Teacher, Supervisor, and/or Program Coordinator should be in touch to confirm placement dates.

- Punctuality and preparedness are essential for the Student Teacher. They are expected to be in attendance for every day of their placement.

- The Professional Disposition Qualities rubric is in the Appendix. Student Teachers are familiar with this rubric, and it can assist with discussions on appropriate attendance.

- The Student Teacher should be present and participating in all regular school-day duties of the Mentor Teacher. This can include meetings, professional development days, and parent/teacher conferences. The Mentor Teacher and Student Teacher should discuss and agree on essential after-school events where student teacher participation is encouraged.

- If a Mentor Teacher is assigned a school day duty (e.g., lunch, playground, bus), the Student Teacher is expected to go with the Mentor Teacher.

- If the Mentor Teacher is involved in other district/school roles, musical or otherwise (e.g., district music supervisor, chess club advisor, Orff chapter president) the Student Teacher is encouraged to participate in those events (if invited). However, they should only be *required* to participate in activities related to being a music teacher at school.

- Student Teachers must follow the calendar and daily schedule of their host school (not UNC).

- Student Teachers are discouraged from working or engaging in extracurricular activities during their student teaching semester. Teaching is, of course, considered a full-time assignment. However, if Student Teachers need to work, it should be well outside of their student teaching assignments. We expect our students to discuss any concerns they have regarding scheduling and work with their Mentor Teacher and Supervisor. If the Student Teacher is struggling in their performance at school, and you suspect it is related to external work, please be in touch with the Supervisor so we can intervene early.

- Only in rare circumstances can a Student Teacher be absent from their assignment. If a Student Teacher must be absent, they are required to contact their Mentor Teacher and Supervisor in advance of the absence. They will also be required to make up that time in an agreed-upon way.

- Student Teachers are expected to attend monthly Student Teacher Seminars, always on Friday afternoons. It may be necessary for them to leave school early to attend these meetings. They should provide Mentor Teachers ample notice, and we request that you make it possible for them to attend these seminars.

Once They Arrive

- With the Student Teacher, please set up a teaching schedule to gradually allow them more and more teaching responsibility as they progress through the placement. Some models of how this can be accomplished are listed here, and a template for long-range planning is in the Appendix.
  - Class Model: Student Teacher begins with observation/journaling/asking questions; later takes over one class each week or so, leading to teaching the full schedule.
  - Curricular Model: Student Teacher begins with observation/journaling/asking questions, then does one similar activity with each group (e.g., warm-ups, one concept/activity in elementary general music), then adds another, and still another, leading up to teaching a full day and then a full schedule.
  - Day Model: Student Teacher begins with observation/journaling/asking questions, then adds one day of teaching each week or so, leading to teaching the full schedule.
  - Student Quantity Model: Student Teacher begins with observation/ journaling/ asking questions, then interacts with individual students, then small groups of students, then the full class.

- Provide the Student Teacher with seating charts, possibly with photos, or other documents that will help them become familiar with the names of students in the various settings. Hopefully your school LMS/CMS has an option for printing class lists.

- Discuss confidentiality and ensure they have reviewed IEP, 504, G/T accommodations, student academic or behavioral contracts, or other legal documents in the first few days so that they develop their lesson plans appropriately.

- Help the Student Teacher establish good rapport with other school personnel (e.g., administrative assistants, custodial staff, counselors, administration).

- Consider allowing the Student Teacher to borrow instruments if they need to practice for effective teaching/modeling.

- Please discuss with the Student Teacher and your administration policies regarding substitute teaching. Can the Student Teacher serve as a substitute? Will they be paid? Please support the Student Teacher in clarifying these policies so they are not surprised by expectations related to subbing. We expect that our Student Teachers only be permitted/asked to sub in *music* classes.

Planning and Delivery of Lessons

- Provide the Student Teacher with teaching materials/scores as soon as possible so they may begin preparing.

- Schedule planning time with the Student Teacher and share the lesson plan format that is appropriate for your school and classes. Consider using the provided lesson plan template, in the Appendix, that students are familiar with.

- As the Student Teacher begins creating their own plans, review the lesson/rehearsal plan with them prior to the lesson/rehearsal. Help them troubleshoot and anticipate problems.

- As much as possible, allow the Student Teacher to teach without interruption. As they teach write notes and after the lesson discuss suggestions.

- Student Teachers need the opportunity to fail (within reason) and figure out how to salvage the lesson in the moment. Difficult as it is, please try to let them work through problems on their own, in the moment. If failure and/or poor preparation become a chronic issue, please let the Supervisor know so the team can work together toward a solution.

- Student Teachers are required to complete a Work Sample project. It can occur during either placement, so you may not hear about it at all. What the project entails: after careful planning with you, the Student Teacher will administer a pretest to determine students' prior knowledge. Then they will teach a unit of at least 5 lessons and conclude with a posttest to try and measure how much the students learned. The entire project should be planned *with* you to ensure a positive experience for your students, first and foremost. The Student Teacher will do additional data analysis and a write-up that is all guided through their Seminar class. If you have questions, please reach out to the BME Program Coordinator and/or Supervisor.

Reflection and Feedback
- Allow time and space for your Student Teacher to reflect on their teaching and/or their teaching observations. Encourage them to set goals and/or work *with* them to set the goals. Mentor Teacher and Student Teacher journaling back-and-forth in the same notebook can be a valuable reflection experience.

- Provide informal, but specific, feedback on an ongoing basis. Set aside time each day to discuss the Student Teacher's progress and review plans for the next day.

- UNC encourages the Student Teacher to video their teaching as much as possible, as a medium for improving practice. (Please advise Student Teacher about policies regarding the use of videotaping in your school, considering your students are under 18.)

- If problems arise, contact the Supervisor as soon as possible.

Observations
- Please plan at least two formal observations during the placement. The Student Teacher should submit a lesson plan that you can review as you watch them teach. Write formal feedback and/or utilize the provided University rubrics (Appendix) to guide your feedback. You are welcome to share your observation feedback with the Supervisor, but you are not required to submit it to anyone at UNC.

- The University Supervisor will visit and evaluate the Student Teacher four times through the semester. Typically, that is twice per placement and these observations are scheduled.

If the Supervisor would like to include "surprise" visits, they will schedule those with you and surprise the Student Teacher.

- Student Teachers are required to have a copy of the lesson plan available for the Supervisor and a folder/notebook/planner containing all lesson plans and evaluations up to the point of observation. This is communicated to the Student Teacher when they begin their teaching placement.

Evaluation

- At the end of the placement, the Mentor Teacher will evaluate the Student Teacher using three rubrics: Music PTEP, Program Completer Survey, and Professional Disposition Qualities (see Appendix). Access to these will come via LiveText (an online data collection service). Please watch for emails that provide access to LiveText.

- We encourage Mentor Teachers to complete these assessments in time to share and discuss them with the Student Teacher. You are also welcome to use these rubrics to guide feedback and discussion throughout the semester, however you will only fill them out in LiveText once.

Timeline

These are the "official" items that UNC needs you to attend to, attached to this student teaching experience.

Time	Item to be completed	Where does it go
Semester before Student Teacher	Paperwork to accept Student Teacher	School of Teacher Education
Semester before Student Teacher	Invite Student Teacher to visit school	
Semester before Student Teacher	Share with administrators, staff, & colleagues that you will have a student teacher. Consider sharing a picture (with Student Teacher's permission).	
Semester of Student Teacher	Student Teacher will start with you on the first day you report (classroom or PD)	
End of Student Teacher	Complete evaluation rubrics	LiveText (online)
March 20th	Spring Semester Host: deadline for paperwork to receive graduate credit	School of Teacher Education
October 20th	Fall Semester Host: deadline for paperwork to receive graduate credit	School of Teacher Education

Guidelines for Supervisors

Thank you for being an expert in our field, equipped to mentor both Student Teachers and their Mentor Teachers. The Music Education Supervisor observes, advises, and confers with both the Student Teacher and the Mentor Teacher. They are also in regular contact with the BME Program Coordinator.

Communication
- You are the primary contact for both Student and Mentor Teachers. You will obviously contact them to schedule observations. But they may reach out with questions about curriculum/materials/repertoire or with concerns about how the placement is going. Please use your expertise to handle all these requests as best you can, and involve the Program Coordinator as desired.

- The School of Teacher Education Field Placement Officer (Lynette Kerrigan, lynette.kerrigan@unco.edu) is the contact for logistical questions. If there are concerns with district-level paperwork, or Mentor Teacher compensation, she can help. You should not need direct involvement with Lynette, but if others are asking, that is her role.

- The BME Program Coordinator (Lindsay Fulcher, lindsay.fulcher@unco.edu) is your catch-all contact. If you aren't sure who to contact, feel free to ask Dr. Fulcher. If problems are occurring, please bring Dr. Fulcher into the loop early. When things escalate to the point of moving a placement or needing to mediate between Student Teacher and Mentor Teacher/administration, it is helpful if Dr. Fulcher has been thoroughly informed.

Prepare
- You should hear from the Program Coordinator at the end of the semester prior to starting observations with confirmation of your assigned Student Teacher(s). If you do not hear from them, feel free to reach out.

- Once formally assigned to Student Teachers, please contact them. It is recommended that you trade cell phone numbers, any other preferred methods of communication, schedules, and expectations for this student teaching experience.

- With the Student Teacher, please establish start/end dates for the placement(s). Sometimes the dates published by the School of Teacher Education are generic and with our students often in 8-week placements, we have to adjust a bit. Fall student teachers will begin with their Mentor Teacher on the first day that the Mentor Teacher reports to work in August. Spring student teachers will begin with their Mentor Teacher on the first day that the Mentor Teacher reports to work in January. For students in a split placement, the second placement typically includes a vacation (Thanksgiving or Spring Break). That break does not count toward time in the classroom. They need 8 weeks of *teaching* time in the classroom; therefore the 2nd placement is usually scheduled for 9 weeks. The Student Teacher, Supervisor, and/or Program Coordinator should be in touch to confirm placement dates.

- You are encouraged to consider what you will wear as identification when you visit a school. Perhaps your School of Music nametag or a badge lanyard with your UNC ID showing.

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- Punctuality and preparedness are essential for the Student Teacher. They are expected to be in attendance for every day of their placement.

- The Professional Disposition Qualities rubric is in the Appendix. Student Teachers are familiar with this rubric, and it can assist with discussions on appropriate attendance.

- The Student Teacher should be present and participating in all regular school-day duties of the Mentor Teacher. This can include meetings, professional development days, and parent/teacher conferences. The Mentor Teacher and Student Teacher should discuss and agree on essential after-school events where student teacher participation is encouraged.

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- Only in rare circumstances can a Student Teacher be absent from their assignment. If a Student Teacher must be absent, they are required to contact their Mentor Teacher and Supervisor in advance of the absence.

Observations

Each student teacher will be observed four times during the semester. Most of our students are placed in two settings, 8-weeks each. They should be observed twice per setting.

Considerations when scheduling an observation:

- Obviously, consider your schedule and the Student/Mentor Teacher's class schedule.

- Discuss with the Student Teacher if they want you to observe a class where they are very confident, or perhaps a class where they are challenged and need new insights. Assure them a "challenging" class will not (necessarily) negatively impact their grade. Your job as the supervisor is to coach them and support them through difficult class situations.

- For subsequent observations, discuss with the Student/Mentor Teacher if you should observe the same class to see evidence of progress. Or observe a different class to see evidence of a different skill set.

- In-person observations are encouraged because you can see more of what's going on throughout the room and gain better context of the situation. Virtual observations are permitted, but please discuss logistics with the Student/Mentor Teacher. Some districts have restrictions around broadcasting classes over video chat platforms. In difficult-to-arrange observations, the Student Teacher may video record a class and share it with you to serve as an observation. In this case, all other observation protocol (below) should still be followed.

- The Student Teacher does *not* need to teach the entire class period. They do need to teach enough of the lesson for you to provide feedback and fairly assess their abilities.

- You are *strongly encouraged* to require the Student Teacher provide you a lesson plan for the class you will observe, prior to the observation.

- Arrange to 'debrief' with the Student Teacher immediately following the observation or at an agreed upon time within 24 hours. This may require the Mentor Teacher to take over the start of the subsequent class. (Debriefing is defined as advising, evaluating, critiquing, communicating, and helping the student teacher think critically about lessons and/or students.) It is ideal to also debrief with the Mentor Teacher, perhaps at a separate time from the Student Teacher in case either party has concerns to discuss.

- Provide written feedback to the Student/Mentor Teacher within roughly 24 hours of completing the observation. Encourage follow-up discussion if warranted/desired by any party. Consider also utilizing the University "Music PTEP" rubric (Appendix) as a feedback tool for observations.

Evaluation

- At the end of the placement, the Supervisor will evaluate the Student Teacher using three rubrics: Music PTEP, Program Completer Survey, and Professional Disposition Qualities

(see Appendix). Access to these will come via LiveText (an online data collection service). Please watch for emails that provide access to LiveText.

- We encourage Supervisors to complete these assessments in time to share and discuss them with the Student Teacher. You are also welcome to use these rubrics to guide feedback and discussion throughout the semester, however you will only fill them out in LiveText once.

- At the end of the semester the BME Program Coordinator will confer with you to determine the pass/fail grade for each Student Teacher. Mentor Teachers may enter this conversation as well, if warranted.

Mentor Teacher Support

You may be working with a Mentor Teacher who has had many student teachers, or with a first-time Mentor Teacher. Part of your role is to determine how much support the Mentor Teacher needs, in their job guiding the Student Teacher.

For you, these responsibilities include:

- Maintaining an open line of communication with the Mentor Teacher, involving additional University personnel as necessary.

- Supporting the Mentor Teacher with pedagogic resources they may need to guide the Student Teacher (lesson plan templates, classroom behavior plan strategies, pedagogy resources, additional curriculum resources, etc.).

- Supporting the Mentor Teacher with knowing the University standards for professionalism and intervening with the student teacher if the standards are not met (see PDQ rubric in the Appendix).

- Providing reminders/encouragement to complete required University rubrics.

- Working with the Student/Mentor Teacher to determine the Student Teacher's readiness for substitute teaching, should that situation arise.

In addition to developing a relationship with the Mentor Teacher for the success of the Student Teacher, please make the Mentor Teacher aware of the professional development opportunities available at UNC. They may not be aware of our graduate programs and workshops and if you can serve as "UNC Ambassador," you are encouraging and strengthening all parties involved.

Student Teacher Support

Mentoring the Student Teacher includes:

- Developing a collegial relationship with the Student Teacher through openness and availability in an on-going and personal manner, starting *as soon* as you know you have been formally partnered.

- Being able to offer critique, compliments, and other supportive feedback in a firm, but caring, manner.

- Being openly supportive of them and advocating for them. Most (all) Student Teachers are in a position where they have very little power or control and that is difficult for many of them. They will make mistakes and will need correcting, but sometimes they are truly in a difficult or unfair situation and need a fierce advocate.

- Encouraging them to observe other teachers who have good behavioral management plans in their classrooms and/or resource teachers.

- Reminding them to invite/accept/process feedback from their Mentor Teacher. Considering reviewing that feedback with them, if it proves to be challenging for them to handle.

- Providing reminders/encouragement to complete required University rubrics.

- Working with the Student/Mentor Teacher to determine the Student Teacher's readiness for substitute teaching, should that situation arise.

When a Student Needs Extra Support

Occasionally a Student Teacher faces unusual challenges. Maybe the partnership with the Mentor Teacher is not as strong as anticipated. Maybe there are extenuating life circumstances. Or maybe their heart just isn't in it any longer. No matter the reason, intervention is necessary for the benefit of all parties (particularly the K-12 students). This intervention should be designed specifically for the parties involved.

Suggested steps for action include (in no particular order):
- Creating a written Plan for Improvement/Concern Form that is agreed upon, and signed by, Supervisor, Student Teacher, and Mentor Teacher (template in Appendix).

- Having frequent conversations with Mentor Teacher and/or Student Teacher (not just email).

- Scheduling additional observations (perhaps surprise ones) and/or requiring the Student Teacher to share regular videos of their teaching.

- Requesting weekly journal entries or reflections from the Student Teacher.

- Requiring the Student Teacher to complete observation forms as they watch the Mentor Teacher.

- Having the Student Teacher "teach" their prepared lesson for the Mentor Teacher and/or Supervisor before being permitted to teach K-12 students.

When the Situation is not Salvageable

It does happen (rarely) that a placement completely falls apart. We hope that you have tried the above suggestions for "when a student needs extra support." But if those techniques are not working and you feel the relationship between Student & Mentor Teacher is truly not salvageable, please contact the BME Program Coordinator. Hopefully you have already alerted the Program Coordinator to challenges that were brewing, but now it is time to update them, in writing, of all that has occurred in this placement, and hand things over to them to manage. They will likely contact the parties involved, confirm that the situation is too toxic to resolve, and then work with the Student Teaching Placement Officer to find a new placement.

From the School of Teacher Education:

These items will happen in coordination with the BME Program Coordinator.

- Immediately report to the STE Placement Office any problems with or changes in placement – a change in mentor teacher, grade level, location, etc.
- When a placement terminates at the request of the school/mentor teacher, the candidate, or the STE program coordinator, the STE Placement Office must be notified.
- When a placement terminates due to the performance/disposition of the teacher candidate:
  - A concern form must be completed and submitted to the STE Placement Office with supporting documentation.
  - If a re-placement is to be considered, a meeting of the STE Placement Office, program coordinator and teacher candidate will determine next steps in the program.

Program Coordinator Timeline

Time	Item to be completed
Mid-August	Email: Welcome to placement 1
First week of class, August	Check student teacher registrations for other classes
Early September	Meet with spring student teaching applicants to discuss placement requests
Mid-September	Email: evaluation details
Mid-October	Email: placement 1, complete evaluations, thanks & bye Email: Welcome to placement 2
November	Assign spring Supervisors Confirm assignments with Supervisors (any concerns?) Report assignments to SOM Admin & STE Connect Student Teachers & Supervisors
Early-November	Email: evaluation details
Late-November	Email: placement 2, complete evaluations, thanks & bye
December	Email spring Mentor Teachers
Mid-January	Email: Welcome to placement 1
First week of class, January	Check student teacher registrations for other classes
Early February	Meet with fall student teaching applicants to discuss placement requests
Mid-February	Email: evaluation details
Mid-March	Email: placement 1, complete evaluations, thanks & bye Email: Welcome to placement 2
April	Assign fall Supervisors Confirm assignments with Supervisors (any concerns?) Report assignments to SOM Admin & STE Connect Student Teachers & Supervisors
Early-April	Email: evaluation details
Late-April	Email: placement 2, complete evaluations, thanks & bye
May	Email fall Mentor Teachers

Appendix

Lesson Plan Template

Teacher Name:
Date:
Unit Title:
Lesson Title:
Grade Levels for Lesson:
National Music Standards:
1. Creating
2. Performing
3. Responding
4. Connecting

Colorado K-12 Model Content Standards for Music:
1. Expression of Music
   1. Perform music accurately and expressively demonstrating self-evaluation and personal interpretation at the minimum level of 3 on the difficulty rating scale
   2. Perform accurately and expressively at the first reading at the minimal level of 2 on the difficulty rating scale
   3. Participate appropriately as an ensemble member while performing music at the minimum level of 3 on the difficulty rating scale
   3. Demonstrate requisite performance skill sets appropriate for postsecondary pursuits
2. Creation of Music
3. Theory of Music
   1. Interpretation of notated of musical elements and ideas
   2. Classification by genre, style, historical period, or culture
   3. Evaluation of music using critical, informed analysis
4. Aesthetic Valuation of Music
   1. Practice of appropriate behavior in cultural activities
   2. Evaluation of the quality and effectiveness of musical performances
   3. Development of criteria-based aesthetic judgment of the artistic process and products in music

Rationale for Lesson:

Instructional Goal for Lesson:

Behavioral Objectives:

Content/Instructional Process
Getting Attention of Students:

Activity 1
Transition 1
Activity 2
Transition 2
Activity 3

Guided Practice/ Formative Assessment
Re-teaching Strategy:

Independent Practice:

Summative Assessment:

Closure:

Materials Used in the Lesson
Resources Needed for the Lesson
Reflection

Music

University of Northern Colorado · School of Music (music education) and School of Teacher Education
Professional Teacher Education Program

Music content knowledge evaluation items.
For use in student teacher evaluations and UNC Music PTEP courses.

Intended to be inclusive of all levels (e.g., elementary, secondary)
and all genres (e.g., band, choir, orchestra, general music, etc.) of music instruction.

Musicianship
Musical knowledge and skills manifest in teaching.

a. **Conducting or song leading** is clear, expressive, and responsive; tempo is certain. (For elementary/general music, includes any kind of music performance leadership, including related skills, such as playing guitar or piano.)
b. **Musical modeling** is frequently but judiciously used (includes soliciting student performance models; can also include teacher's singing, even in non-choral contexts). Modeling is precise and beautiful, demonstrating specific musical elements.
c. **Diagnosis** of musical problems is accurate and addresses important, meaningful, fundamental aspects of performance/musicianship; teacher "hears" important matters.
d. **Music preparation and responsiveness.** Instruction reflects teacher's preparation and capacity to respond to demonstrated needs. (For ensembles, this includes **score study**.)
e. **Teacher talk.** Teacher's speech and instruction conveys important, accurate, and relevant musical matters. Talk is used judiciously.

Musical Leadership
Or "teachership," i.e., music pedagogy and instruction.

a. **Presence.** "Teacher intensity" or "conductor magnitude"; includes teacher's enthusiastic affect, vitality and clarity of speaking and expression, eye contact; also includes confidence and rapport.
b. **Prescription.** Tasks are *sequenced* for students in logical, discrete, manageable steps (provided as *directives*); instruction is *responsive* to demonstrated needs. *Repetition* is employed to build habit strength among students, leading them to musical success. Teacher demands mastery (quality) more than task difficulty. *Prescriptions* to remedy musical problems are pedagogically accurate and reflect detailed, appropriate knowledge of specific instrumental, vocal, and/or ensemble performance.
c. **Time management** and *pacing* are conducive to rehearsal/lesson productivity and student attentiveness; teacher uses time to engage students in music and in learning. *(For elementary/general music especially, includes **transitions** between activities.)*
d. **Individualization.** Teacher targets instruction according to the demonstrated needs of individuals within groups. *(For ensembles, teacher's instruction addresses individuals, sections, and full group.)*
e. **Feedback** is accurate (both positive and negative), specific, contingent, and generally frequent; verbiage is generally employed towards correcting musical problems.

Note: Standard scoring is on a five-point scale: "Developing" (1 point), "Proficent – Low" (2 pts., normally considered the lowest passing score), "Proficient – Mid" (3 pts.), "Proficient – High" (4 pts.), "Advanced" (5 pts.). Please understand that other items crucial to effective music teaching (such as classroom management) are included elsewhere in the student teacher evaluation system, and are thus not included in the content-specific list above.

ProgramCompleterSurvey_USandCT_3.11.15

by UNCO Education Administrator

Assessment

Program Completer Survey for University Supervisors and Cooperating Teachers (Mentors)inTASC

Please answer the following questions as they relate to your teacher candidates' abilities.

Begin each question with, "The teacher candidate..."

Standards

No standards added.

Rubric

	Developing (1.000 pt)	Proficient (Low) (2.000 pts)	Proficient (Mid) (3.000 pts)	Proficient (High) (4.000 pts)	Advanced (5.000 pts)
1. Provides instruction that is aligned with the Colorado Academic Standards. (1.000, 2%)					
2. Understands how learners grow and develop. (1.000, 2%)					
3. Recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. (1.000, 2%)					
4. Designs and implements developmentally appropriate and challenging learning experiences. (1.000, 2%)					
5. Takes responsibility for the progress of all students toward high school					

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graduation. (1.000, 2%)

6. Works to ensure that students are globally competitive for work and postsecondary education. (1.000, 2%)

7. Empowers students to become lifelong learners by taking responsibility for their own learning. (1.000, 2%)

8. Is aware of individual differences and diverse cultures and communities. (1.000, 2%)

9. Uses this awareness to ensure inclusive learning environments that enable each learner to meet high standards. (1.000, 2%)

10. Adequately implements individualized education plans, individualized assistance plans, and other legal requirements for the delivery of instruction. (1.000, 2%)

11. Works with others to create environments that support individual and collaborative learning. (1.000, 2%)

12. Works with others to create environments that encourage positive social interaction, active engagement in learning, and self-motivation. (1.000, 2%)

13. Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. (1.000, 2%)

14. Creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (1.000, 2%)

15. Pays appropriate attention to grammar, spelling, and writing skills. (1.000, 2%)

16. Understands how to connect concepts. (1.000, 2%)

17a. Uses differing perspectives to engage learners in: Critical thinking (1.000, 2%)

17b. Uses differing perspectives to engage learners in: Creativity (1.000, 2%)

17c. Uses differing perspectives to engage learners in: Collaborative problem solving (1.000, 2%)

18a. Understands and uses multiple methods of assessment to: Engage learners in their own growth (1.000, 2%)

18b. Understands and uses multiple methods of assessment to: Monitor learner progress (1.000, 2%)

18c. Understands and uses multiple methods of assessment to: Guide the teacher's and learner's decision making (1.000, 2%)

19a. Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of: Content areas (1.000, 2%)

19b. Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of: Curriculum (1.000, 2%)

19c. Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of: Cross-disciplinary skills (1.000, 2%)

19d. Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of: Pedagogy (1.000, 2%)

19e. Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of: Learners (1.000, 2%)

19f. Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of: Community context (1.000, 2%)

20a. Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of: Content areas (1.000, 2%)

20b. Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of: Content area connections (1.000, 2%)

20c. Understands and uses a variety of instructional strategies to encourage

ProgramCompleterSurvey_USandCT_3.11.15

learners to develop deep understanding of: Building skills to apply knowledge in meaningful ways. (1.000, 2%)

21. Engages in ongoing professional learning. (1.000, 2%)

22. Uses evidence to continually evaluate his/her practice. (1.000, 2%)

23. Uses evidence to continually evaluate the effects of his/her choices and actions on others (learners, families, other professionals, and the community.) (1.000, 2%)

24. Adapts practice to meet the needs of each learner. (1.000, 2%)

25. Knows when to use consultation from colleagues and specialists to support the successful learning of all students. (1.000, 2%)

26. Demonstrates high ethical standards and behavior. (1.000, 2%)

27. Shows commitment to ethical principles including honesty, integrity, fair treatment, and respect for others. (1.000, 2%)

28. Understands that change is constant and functions effectively in a complex, dynamic environment. (1.000, 2%)

29a. Seeks appropriate leadership roles and opportunities to: Advocate for positive change in policies and practices affecting student learning. (1.000, 2%)

29b. Seeks appropriate leadership roles and opportunities to: Participate in the development of positive working conditions and school climate in their school. (1.000, 2%)

29c. Seeks appropriate leadership roles and opportunities to: Provide input in determining the school budget, participate in the hiring process, and collaborate with colleagues to mentors and support new teachers (if possible). (1.000, 2%)

29d. Seeks appropriate leadership roles

31

and opportunities to: **Actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers.** (1.000, 2%)			
30. Seeks appropriate leadership roles and opportunies to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. (1.000, 2%)			
31. Seeks appropriate leadership roles and opportunities to advance the profession and engages in a professional learning community. (1.000, 2%)			

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UNC Professional Disposition Qualities (PDQ) Rubric for Teacher Candidates

PDQ Category	Unacceptable (1)	Approaching (2)	Target (3)
1. Professional appearance	Inconsistently meets the school dress code	Generally meets the school dress code and maintains professional appearance	Consistently meets the school dress code and maintains professional appearance
2. Attendance	Chronic absence/excessive tardiness; or absence(s) without prior notice	Generally punctual with no absences without prior notice	Consistently meets expectations for attendance and punctuality. Any absence is approved in advance.
3. Professional responsibility	Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students	Generally meets deadlines and keeps professional commitments to colleagues and students	Consistently meets deadlines, keeps professional commitments to colleagues and students
4. Ethical behavior	Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries	Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries	Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries
5. Response to feedback	Asks only procedural questions; shows resistance to critique and input regarding performance	Asks questions that are both procedural and reflective; accepts critique and input regarding performance in a generally positive manner; generally acts upon feedback when prompted	Asks questions that are both procedural and reflective; invites critique and input regarding performance in a positive manner and acts up on that feedback within his/her practice
6. Reflective practitioner	Does not take responsibility with integrity; blames others	Self-evaluates and makes small changes that are generally procedural	Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process
7. Collaboration	Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others	Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow	Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth
8. Professional initiative	Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors	Generally demonstrates initiative and enthusiasm for various endeavors	Demonstrates initiative; is enthusiastic about a variety of endeavors

9. Respect for diversity	Demonstrates lack of respect for diversity of colleagues and students	Respects diversity of colleagues and students	Respects diversity of colleagues and students and models culturally responsive interactions with others
10. Student engagement	Presumes that most learners can learn and be successful	Expects all learners to learn and be successful, including those from diverse backgrounds and wish exceptional learning needs	Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs
11. Communication skills	Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax	Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar
12. Portrays professional competence and confidence	Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	Conveys a high level of confidence and competence when interacting with learners, peers, and colleagues in small and large group situations

Comments:

Long-Range Plan Template

Week	Class	General plan for ST involvement
1	1	
	2	
	3	
	4	
2	1	
	2	
	3	
	4	
3	1	
	2	
	3	
	4	
4	1	
	2	
	3	
	4	
5	1	
	2	
	3	
	4	
6	1	
	2	
	3	
	4	
7	1	
	2	
	3	
	4	
8	1	
	2	
	3	
	4	
9	1	
	2	
	3	
	4	
10	1	
	2	
	3	
	4	

11	1	
	2	
	3	
	4	
12	1	
	2	
	3	
	4	
13	1	
	2	
	3	
	4	
14	1	
	2	
	3	
	4	
15	1	
	2	
	3	
	4	
16	1	
	2	
	3	
	4	

Teacher Candidate Concern Form

TEACHER CANDIDATE: _____   Bear # _____
DATE: _____   SCHOOL: _____

The following problematic professional and/or academic concern(s) has been expressed about the above named teacher candidate:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Action Plan to resolve the identified concern/problem(s): _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Dates of review:
Action Plan-_____   **Resolution-_____**

Signature: _____   Signature: _____
   Program Coordinator   Program Coordinator

Signature: _____   Signature: _____
   University Supervisor   University Supervisor

Signature(s): _____   Signature(s): _____
   Mentor Teacher or Principal   Mentor Teacher or Principal

Signature: _____   Signature: _____
   Teacher Candidate   Teacher Candidate

A copy of this form should be given to the teacher candidate. The original form is placed in the teacher candidate's file in the Office of the School of Teacher Education Placement Officer.