

STUDENT TEACHING HANDBOOK

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INTRODUCTION

Preface

Student Teaching is the final step in the undergraduate program at the University of New Hampshire leading to teacher certification in Music (K-12). There is an accompanying Seminar in Music Teaching that must be taken concurrently for credit. The combination of these two learning experiences should provide you with exciting, challenging, and satisfying activities that help you synthesize your various musical, academic, and teaching skills and knowledge into a functional professional approach to teaching.

Student teaching should confirm your enthusiasm for teaching music in a school to children of various ages. It will consume your time and attention, and it will probably exhaust you as well! (If it doesn't, perhaps you aren't doing it right.) If you have made it this far in the UNH Teacher Education program you must be committed already to this kind of a career. If so, you can expect this to be a very rewarding experience.

Certification to teach music of all kinds at all grade levels is daunting, perhaps unrealistic. Nonetheless, it is what other music teachers and educators of the state feel is necessary, so it is important to be as broadly prepared as possible. To that end, your student teaching experience will be spread across the elementary and secondary school levels, and it must include both performance and classroom teaching. It would be impossible to provide exactly equal amounts of student teaching experience in each, so you can expect to have an area of concentration that you have chosen. You will, however, need to demonstrate your willingness and ability to teach music in various ways to quite different groups of students. Use this opportunity to review your own teaching preferences, and your current professional strengths and weaknesses.

Finally, no collegiate teacher education program can prepare anyone fully to meet the state's broad certification. You have been given a broad, general preparation. As you progress through the early stages of your career, and hopefully even after that, you will need to deepen your knowledge and improve your skills in areas of music instruction that become your regular teaching responsibilities. The faculty of the UNH Departments of Music and Education remain available to you for your advanced professional development.

Statement of Goals

The Department of Music works cooperatively with the Department of Education to provide a teacher certification program of quality consistent with the campus-wide vision for teacher preparation. The Unit for Professionals in Education (the Department of Education plus all the other departments and programs at UNH that participate in education programs) has developed the following guidelines in the form of mission statements and goals for its teacher education programs. These have probably appeared on the syllabi of education courses you have taken, and is worth your time to review them. You ought to know what we are thinking as we help you prepare, and you will be evaluated according to your ability to demonstrate that you can meet the goals set for you by the program.

Mission of the Professional Education Unit at the University of New Hampshire

The professional education unit at the University of New Hampshire seeks to prepare practitioners who will become leaders in their own practice settings and within their profession, apply knowledge to improve education for all students and enrich the lives of clients. Immersion in subject matter, research, theory, and field-based experience provides a base for our graduates to make well-reasoned judgments in complex situations, render informed decisions, model exemplary practice, and take initiative for planned change. Students learn to establish caring environments which celebrate individual differences and backgrounds, while fostering cooperation and educational improvement. We stress reflective critical inquiry as a mode of study and community – building as a means for promoting change. We value and support both our students’ local practice and their broader leadership within the profession.

Mission of the Teacher Education Program

The teacher education program seeks to prepare teachers who possess the knowledge, dispositions, and skills necessary to take the lead in establishing effective teaching and learning environments within their own classrooms, their school communities, and with in the profession itself. “Leader,” to us, means someone who is knowledgeable in subject matter and educational theory and research, who can make well-reasoned judgments in complex situations with competing viewpoints, who is exemplary in his or her own practice, and who takes initiative for planned change and collaborates effectively with others in the improvement of education.

Teacher Education Goals and Outcomes Addressed In This Course

There are seven goals with numerous outcomes for the entire UNH Teacher Education Program. Stated below are the *particular* goals and outcomes that are addressed within the Supervised Teaching Course (EDUC 694). The numbering and lettering of these particular goals and outcomes is keyed to the numbers and letters in the Teacher Education Mission Statement. Different parts of the Teacher Education Program address different goals. For example, Goal One, Outcome a.) is addressed in the undergraduate subject matter courses, whereas Goal One, Outcome b.) is strongly emphasized during the student teaching.

Goal One. Our graduates will be knowledgeable in the subjects they teach and how to teach those subjects to students.

Outcomes. Our graduates are able to:

- a.) demonstrate knowledge of how to teach subject matter to their students.
- b.) Use multiple approaches to facilitate student learning.

Goal Two. Our graduates will be committed to their students and their learning.

Outcomes. Our graduates will be able to:

- a.) Recognize diversity among their students and adjust their practice accordingly.
- b.) Understand how students develop and learn.
- c.) Treat students equitably.
- d.) Work diligently to help each student reach his or her potential.

Goal Three. Our students will be responsible for managing and monitoring student learning.

Outcomes. Our graduates are able to:

- a.) employ multiple methods to meet their teaching and learning goals.
- b.) Develop appropriate objectives for themselves and their students.
- c.) Orchestrate learning in group settings.
- d.) Place a premium on student engagement and thoughtfulness.
- e.) Use multiple strategies to motivate students.
- f.) Regularly assess student progress, selecting appropriate measures.
- g.) Plan and implement their teaching and learning objectives.

Goal Four. Our graduates will be effective organizers of the classroom environment.

Outcomes. Our graduates are able to:

- a.) Create and maintain an atmosphere conducive to learning.
- b.) Create and contribute to a community of learners.
- c.) Create and maintain an atmosphere fostering mutual respect and caring.
- d.) Cultivate within their own students a recognition and valuing of diversity.

Goal Five. Our graduates will be thoughtful and reflective practitioners who learn from experience.

Outcomes. Our graduates are able to:

- a.) Make well-reasoned choices and decisions within the conflictual, complex, and demanding conditions of teaching.
- b.) Analyze the effects of their actions and make changes accordingly.
- c.) Take into account the moral and philosophical implication of educational decision.
- d.) Improve their practice by reflecting on their own experience, observing others, seeking advice, and drawing upon educational research and scholarship.

Goal Six. Our graduates will be informed decision-makers and agents of change.

Outcomes: Our graduates are able to:

- b.) Develop and articulate their own conceptual and philosophical perspective on teaching and learning based on professional experience and current theories and research in education.

Goal Seven. Our graduates will be active members of learning and professional communities.

Outcomes: Our graduates are able to:

- a.) Engage colleagues in efforts to enhance their own teaching, learning, and professional development.
- c.) Participate in professional organizations.

FINDING A PLACEMENT

Requirements of an Acceptable Placement

Student teaching is an important part of the teacher education program at UNH. For that reason not every school music teacher or every school makes for a suitable student teaching placement. Good placements meet several criteria.

1. The cooperating teacher has a reputation for excellence as a music teacher that at least one of the music education advisors can attest to from observation and through some investigation. We would not normally place a student with a teacher we did not know much about.
2. The teacher has at least three years experience teaching in the school and/or district that will be the site.
3. The teacher is a member of the statewide and national Music Educators Associations. It is only through such membership that teachers stay up to date in the profession, and schools qualify to participate in state programs such as festivals, all state and solo and ensemble.
4. The site must be able to provide an experience equivalent to the teaching assignments carried by a normal, full time employee. Your assignment must be full time. It might be possible to work with two part time teachers if a full time schedule could be constructed for the student teacher.
5. The school chosen must be a public school or a school that resembles a public school in almost every way. A private school that did not accept students because of their race, income or special educational needs would not be acceptable.
6. The site must be close enough to UNH to allow for frequent visits and observations by the UNH supervisor.

Steps in Choosing a Placement

1. Complete all of the coursework for your Bachelor of Music degree except student teaching (EDUCATION 694). This includes completion of the required half recital on your instrument or voice, and all of the Piano Proficiency requirements.
2. In conversations with your advisor and Dr. DeTurk you will want to discuss your career interests and goals in teaching. You will need to consider the focus you wish to have (choral, general or instrumental), the age level you prefer (elementary, middle school or high school) and the kinds of jobs you are most likely to apply for after graduating. Where you intend to live while student teaching directly affects your placement. With these faculty members you will determine a short list of music teachers and schools to visit. Dr. DeTurk will telephone ahead to those schools to arrange visits for you.

When you make a visit to a school, dress professionally and bring with you a short version of your resume to leave with the prospective cooperating teacher. It will help the school teachers and principal get to know you quickly, and it should spark some friendly conversation.

While you are there size up the environment of the school and the particular classes you observe. Is this a setting you would be comfortable in? Does the cooperating teacher seem like a good role model and someone that you can get along with? Is the class atmosphere orderly in a way that will allow you to function as well? Would you

- like to learn how this teacher developed this classroom atmosphere? Will there be other student teachers with the same cooperating teacher which might limit your teaching opportunities and your access to the teacher?
3. After making the school visits, send thank you notes to each of those teachers you visited. Discuss your impressions of each school and teacher with your advisor and Dr. DeTurk, and consider making a second visit to your preferred site. Confirm that you will be comfortable there and that they are still interested in you.
 4. Bring, mail or FAX the STUDENT TEACHER CONTRACT to your proposed cooperating teacher. The Contract must be signed by the teacher and a principal, returned for your signature and ours, and then delivered to the UNH Department of Education. Only then will you receive permission to register for EDUCATION 694 from the Department of Education.

Initial Paperwork

Completing the STUDENT TEACHER CONTRACT

You probably applied to the Department of Education in your junior year while enrolled in MUSIC EDUCATION 790 Teaching Music in the Elementary School. Soon after you should have received a letter of acceptance from the Department of Education. This letter gave you permission to arrange a placement for student teaching. Now you must have the STUDENT TEACHING CONTRACT completed by the cooperating teacher, the principal of the school you select, and Dr. DeTurk. This should be done after you have visited that school at least once. You can complete the contract via FAX or mail, thereby saving yourself another trip to the school. The FAX number of the Department of Music is (603) 862-3155.

Criminal Background Check

Before you begin teaching you must initiate a criminal background check through the school district that you have chosen. The district is likely to send you to the local police station for the necessary paperwork and fingerprinting. Even if you did this previously for EDUCATION 500 you will need to do it again. Ask the principal if the school district will cover the cost (about \$35) for you. **This is a state law and cannot be overlooked.** Once you have done this you are probably also approved to substitute teach in that district.

Course Registration

Give a copy of your completed STUDENT TEACHER CONTRACT to Dr. DeTurk and take the original to the UNH Department of Education. A secretary in the Department's office will "grant you permission" to sign up for EDUCATION 694 and you will then need to register on *WebCat*.

The Intent to Graduate Form

Intent to Graduate Forms are available at the Registrar's Office. Complete this, get your advisor's signature and return it to the Registrar. This will arrange for you to participate in the graduation ceremony the following May (or December), and to have a diploma made for you.

If you will be a December graduate and you would like to "walk" through the Commencement ceremony the PREVIOUS May, you may do that. You will need to fill out an Intent to Graduate form in February before the May ceremony, and fill another one out in September before you actually finish in December.

GUIDELINES FOR SUCCESSFUL COMPLETION OF STUDENT TEACHING

How Does It Work?

Responsibilities of the Student Teacher

It is your responsibility as a student at UNH to register for the proper course, pay tuition and meet all the other usual undergraduate obligations. You must be an undergraduate student in good standing with a grade point average above 2.50, and you must have all of your undergraduate degree coursework completed with the possible exception of a single course in Education chosen from EDUC 700, 701, 705, and 751.

You have the responsibility to your cooperating school district to act as a regular faculty member as much as is reasonable to expect. Your skills will certainly develop as the semester progresses, but from the very first day you should dress and act in accord with the policies of your host school and school district. This means you must dress appropriately for your status as a teacher, you must attend school each day that it is in session during your term and for the required hours each day, and if your teacher(s) teach beyond the limits of the school day, you should too. There are no unexcused absences from student teaching! There are very few acceptable excused absences as well.

You should attend faculty meetings and professional development activities that are required of the rest of the faculty. If there are evening events (concerts, rehearsals, and athletic event performances) you should be present for them. You should expect to attend booster group meetings, back to school nights, parent conferences, and even possibly a school board meeting or town meeting.

Your responsibilities to your students begin with facts you learned in the School Law Seminar: to create a safe learning environment, to observe the law, and to report unusual occurrences to someone else, probably your cooperating teacher. You must deal with students in professionally appropriate ways that do not include making personal advances, dating, physical contact, sarcasm, threat or intimidation. Instead, you must act under the assumption that you are always understood to be working in place of each student's parents, and do what you think a reasonable parent would expect any teacher to do for their child.

You are also responsible to teach your students enthusiastically and to the best of your ability. That begins with understanding what you are supposed to teach each time you are with students, and preparing for teaching thoroughly and in writing. You should discuss with your cooperating teacher exactly what you are to teach, and you should have written plans each time you teach.

Finally, you must attend seminar meetings scheduled throughout the semester for all the student teachers, and you must compile a Teaching Portfolio to complete your degree work at UNH.

Information for the Student Teacher

Student teaching, like teaching as a career, is a full-time job. It is expected to monopolize your time during the work day, and it is likely to be more tiring than you anticipate. Nothing can interfere with your ability to get enough sleep, to prepare for teaching, and to be an enthusiastic teacher. Therefore, you may not have outside employment, or be enrolled in other coursework, that might compromise your work at your host school(s). During your semester as a student teacher you are not to be involved in performing music groups at UNH, in lessons, or preparing and giving a recital. You must be focused on your student teaching experience.

Responsibilities of the Cooperating Teacher

The cooperating teacher should prepare his or her students for the arrival of the student teacher by seeking to develop with them an understanding of why a student teacher would be accepted into the classroom, an acceptance of the student teacher as a regular teacher, and the expectation that the student teacher will make worthwhile contributions.

The cooperating teacher is responsible for monitoring the daily attendance, preparation and effort of the student teacher. There are no unexcused absences allowed of student teachers. They must understand their commitment to the students and the school. Even excused absences should be very rare. Any unexcused or excused absence should be reported to the supervisor immediately.

Finally, student teachers are required to plan each time before they get up to teach or rehearse. Please require lesson plans of your student teachers and evaluate their improvement in planning.

Information for the cooperating teacher

The student teaching experience is a "Credit/Fail" course. Therefore, you will not be asked or expected to grade the student teacher. Instead, you should meet regularly with the student teacher to discuss progress and to plan for further growth and refinement. Expect to meet occasionally with the supervisor, and in a triad meeting with both the supervisor and the student teacher, to discuss the degree to which the student teacher is meeting minimum expectations, and more likely, the progress that the student teacher is making.

Responsibilities of the Supervisor

You will probably have two people assigned to supervise your student teaching. One will be a representative of the UNH Department of Education. The other will be a representative of the UNH Department of Music. For many years, this two-person arrangement has provided excellent supervision for our students. The two faculty members will work together to observe you six times during the semester you are teaching, to provide you with feedback based on

experience, and to provide guidance in dealing with your students, your cooperating schools, and making career plans.

The supervisor from the Department of Music will also schedule and conduct regular seminar meetings of all the student teachers and help you assemble your Teaching Portfolio. Seminar meetings are an important part of student teaching, and attendance at them is required. You should schedule your seminar meetings with your cooperating teachers as soon as you know them so that you can be excused from school and not miss important events there.

Information for the Supervisor

Course Requirements

Videotaping

Student teachers are often asked to videotape their teaching for analysis by the cooperating teacher and supervisor. Students should check with their cooperating schools about the necessary steps to take to gain permission to videotape.

Tests to Take

Candidates for certification to teach music must submit scores from the general knowledge sections of the Praxis I Exam (the Pre-Professional Skills Test). Information about test sites, costs and adequate scores is available from the supervisor. Students should take these tests early in the semester so that they are prepared to apply for certification upon graduation.

Evaluating Your progress as a Teacher

The Seminar in Student Teaching

An important part of the student teaching experience is the seminar. Seminar provides student teachers the opportunities to meet together, share experiences, compare and contrast school programs and teaching strategies, and observe other teachers and programs. It also allows the supervisors time to meet with student teachers to help with the preparation of the portfolio, to discuss continuing issues from the shorter observation visits, to view videotape or prepare for the job search.

Seminars are scheduled at regular intervals and are required for student teachers. Cooperating teachers need to be told of the scheduled dates for seminar meetings and helped to understand that student teachers must attend them. Occasionally, cooperating teachers may be guests at seminar meetings, or even hosts of seminar meetings at their school.

Building a Portfolio

The UNH Teacher Education program requires that student teachers create a portfolio that represents their growth in becoming, in our case, a music teacher. Supervisors will provide outlines, suggestions and requirements for the portfolio that students should follow in their preparation.

School Law

Certification requires that students attend a lecture on how teachers are affected by or covered by the law. Most students will have attended this lecture as a part of one of the preparatory methods classes preceding student teaching, but if not, they will be required to attend during the student teaching semester.

Understanding Teaching a Diverse Student Body

The Department of Education also requires that each student have some experience in a school with a racially or otherwise significantly diverse student body. The supervisor will determine how to meet this requirement.

Becoming a Certified Teacher

After completing the student teaching experience with a passing grade, submitting adequate scores on an approved test, and completing the undergraduate degree, the student may apply for certification to teach MUSIC K-12. This is done by requesting the proper form from the office in the Department of Education. After checking the standardized test scores and the student's transcripts a representative of the Department of Education will sign the application form thus conferring the university's confirmation that the proper requirements have been met. The student then mails the application, along with the appropriate fee, to the New Hampshire Department of Education to complete the application. Students seeking work outside of the state of New Hampshire may request from the Department of Education a "Letter of Certifiability" which can be presented to the education departments of other states.

APPENDICES

Bachelor of Music – Music Education Degree Progress Checklist

Bachelor of Arts in Music – Preteaching Degree Progress Checklist

Master of Arts in Teaching Degree Progress Checklist

The UNH Technology Requirement

The Student Teaching Contract

The Intent to Graduate Form

Portfolio Checklist

National Standards in Music

Sample Lesson Plan Forms

Lesson Reflection Form

School Law Outline

“Request for Reference” Information Sheet

Course Schedule Bachelor of Music in Music Education, rev 04/04

First Year/Advisor:

Completed/ Grade	Fall	Credits
	Gen Ed (English 401)	4
	Gen Ed (Group # ____)	4
	MUSI 471 (Theory)	3
	MUSI 473 (Ear Training)	1
	MUSI 475 (Functional Piano)	1
	MUED 745 (String Techniques)	2
	"500" level lesson	1
	*Performing Ensemble	1
Total		17

Completed/ Grade	Spring	Credits
	Gen Ed (Group # ____)	4
	Gen Ed (Group # ____)	4
	MUSI 472 (Theory)	3
	MUSI 474 (Ear Training)	1
	MUSI 476 (Functional Piano)	1
	MUED 751 (Percussion Techniques)	2
	"500" level lesson	1
	*Performing Ensemble	1
Total		17

Second Year/Advisor:

	Fall	Credits
	Gen Ed (Group # ____)	4
	MUSI 571 (Theory)	3
	MUSI 573 (Ear Training)	1
	MUSI 501 (satisfies Gen Ed Group # 6)	3
	MUSI 575 (Functional Piano)	1
	MUED 747 (Woodwind Techniques)	3
	"500" level lesson	1
	*Performing Ensembles	2
Total		18

	Spring	Credits
	*EDUC 500 (Exploring Teaching)	4
	MUSI 572 (Theory)	3
	MUSI 574 (Ear Training)	1
	MUSI 502 (Music History)	3
	MUSI 576 (Functional Piano)	1
	MUED 749 (Brass Techniques)	2
	MUSI 731 (Conducting)	2
	"500" level lesson	1
	*Performing Ensemble	1
Total		18

Third Year/Advisor:

	Fall	Credits
	Gen Ed (Group # ____)	4
	Gen Ed (Group # ____)	4
	MUSI 732 (Conducting)	2
	MUSI 779 (Orchestration)	3
	"700" level lesson	1
	*Performing Ensemble	1
Total		15

	Spring	Credits
	EDUC 701	4
	Gen Ed (Group # ____)	4
	MUED 791 (Secondary)	2
	MUED 741 (Choral Methods)	2
	MUED 790 (Elementary)	3
	"700" level lesson	1
	*Performing Ensemble	1
Total		17

Fourth Year/Advisor:

	Fall	Credits
	EDUC 705	2
	Gen Ed (Group # ____)	4
	MUSI 703-715 (Advanced Music History)	3
	MUSI 771 (Counterpoint)	
	OR MUSI 781 (Analysis)	3
	MUED 765 (Instrumental Methods)	2
	"700" level lesson (Recital)	2
	*Performing Ensemble	1
Total		17

	Spring	Credits
	EDUC 694 (Student Teaching)	8
	EDUC 700	4
	EDUC 751B	4
Total		16

Total Credits = 135

Senior Recital (Half) Completed? yes / no

You must have a 2.5 GPA to apply for student teaching.

***Performing ensembles are specified. See catalog.**

Music requirements must receive grade of C- or better, of a B- to receive credit.

Education courses require a minimum

A maximum of 8 credits earned in ensembles may be used toward graduation.

4 writing intensive courses are required by the University. One must be English 401 and one must be your major. The "700 level" music history course fulfills the upper level "WI" requirement and the "WI" course in major. Two more WI courses are then needed.

Course Schedule Bachelor of Arts in Music Preteaching, rev 04/04

First Year Advisor:

Complete/ Grade	Fall	Credits
	Gen Ed (English 401)	4
	MUED 745 (Strings)	2
	MUSI 471 (Theory)	3
	MUSI 473 (Ear Training)	1
	MUSI 475 (Functional Piano)	1
	*Foreign Language 401	4
	"500" level lesson	1
	**Performing Ensemble	1
Total		17

Complete/ Grade	Spring	Credits
	Gen Ed (Group # ____)	4
	MUED 751 (Percussion)	2
	MUSI 472 (Theory)	3
	MUSI 474 (Ear Training)	1
	MUSI 476 (Functional Piano)	1
	*Foreign Language 402	4
	"500" level lesson	1
	**Performing Ensemble	1
Total		17

Second Year/Advisor:

Complete/ Grade	Fall	Credits
	MUED 747 (Woodwinds)	3
	EDUC 500 (Exploring Teaching)	4
	MUSI 571 (Theory)	3
	MUSI 573 (Ear Training)	1
	MUSI 575 (Functional Piano)	1
	MUSI 501 (History)	3
	"500" level lesson	1
	**Performing Ensemble	1
Total		17

Complete/ Grade	Spring	Credits
	MUED 749 (Brass)	2
	Gen Ed (Group # ____)	4
	MUSI 572 (Theory)	3
	MUSI 574 (Ear Training)	1
	MUSI 576 (Functional Piano)	1
	MUSI 502 (History)	3
	MUSI 731 (Conducting)	2
	"500" level lesson	1
	**Performing Ensemble	1
Total		18

Third Year/Advisor:

Complete/ Grade	Fall	Credits
	Gen Ed (Group # ____)	4
	Gen Ed (Group # ____)	4
	MUSI 771 or MUSI 781	0/3
	MUSI 732 (Conducting)	2
	"700" level lesson	1
	**Performing Ensemble	1
Total		12/15

OR

Complete/ Grade	Spring	Credits
	Gen Ed (Group # ____)	4
	Gen Ed (Group # ____)	4
	MUSI 782	0/3
	MUED 741 (Choral Methods)	2
	"700" level lesson	1
	**Performing Ensemble	1
	Free Elective	4
Total		16/19

Fourth Year/Advisor:

Complete/ Grade	Fall	Credits
	Gen Ed (Group # ____)	4
	Gen Ed (Group # ____)	4
	MUSI 779 (Orchestration)	3
	"700" level lesson	1
	**Performing Ensemble	1
	Free Elective	2
Total		15

Complete/ Grade	Spring	Credits
	Gen Ed (Group # ____)	4
	MUSI 703-715 (Adv history)	3
	"700" level lesson	1
	**Performing Ensemble	1
	Free Elective	4
Total		13

Total Credits = 128

Senior Recital (Half) Completed? yes / no

Departmental Piano Proficiency Exam pass / fail

***The BA degree has a language requirement. It can be satisfied by any one of the following:**

- a. Language 401-402 (two semesters of elementary level)
- b. Language 501 (one semester review) for those with two or more years of prior study.
- c. Language 503 (intermediate). Also satisfies Gen. Ed. category #5 (foreign cultures)
- d. By scoring a 4 or 5 on the Advanced Placement (AP) test, you may be exempted.

If you use option b, c, or d, more elective credits are needed to graduate.

****Performing ensembles are specified. See catalog page 41. Music requirements must receive grade of C- or better.**

A maximum of 8 credits earned in ensembles may be used toward graduation.

4 writing intensive courses are required by the University. One must be English 401 and one must be in your major. The "700 level" music history course fulfills the upper level 'WI' requirement and the 'WI' course in your major requirement. Two more WI courses are then needed.

Summary of Requirements for the
MASTER OF ARTS IN TEACHING
Music K-12 Certification

(Offered through the Department of Education at the University of New Hampshire)

SUBJECT FIELD PREPARATION

A completed bachelor's degree in music or music education. Transcript will be reviewed to determine completeness of preparation in music and music techniques. This includes at least

- ✓ two years of music theory and ear training
- ✓ one year of music history
- ✓ seven semesters of private instruction leading to a recital on an instrument or voice
- ✓ a course in orchestration
- ✓ a year of conducting
- ✓ techniques and methods of brass, string, woodwind and percussion instruments

PROFESSIONAL CORE

EDUC 500 or 935	4 cr.
EDUC 700/800	4 cr.
EDUC 701/801	4 cr.
EDUC 705/805	4 cr.
EDUC 751/851	4 cr.

CURRICULUM AND METHODS COURSE

MUED 741/841	2 cr.
MUED 765/865	2 cr.
MUED 790/890	3 cr.
MUED 791/891	2 cr.

INTERNSHIP

EDUC 900 and 901	12 cr.
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CONCLUDING EXPERIENCE

Master's Program Portfolio and Colloquium

ADDITIONAL CREDITS

12 – 20 credits in Music, Music Education or other approved coursework.

Student Teacher Contract
Departments of Music and Education
University of New Hampshire

The undersigned have met and agree to work together for the purpose of practice teaching in the cooperative teacher's school district for the fall/spring (circle one) semester of the 200_ -200_ school year according to the guidelines that follow.

Student Teacher Information

Name _____

Local Telephone _____

E-mail address _____

Current Local Address _____

Home Address _____

Home Telephone _____

Cooperating Teacher Information

Name _____ S.S. # _____

School _____

School Telephone _____

Home Address _____

Home Telephone _____ E-mail _____

School Principal _____

Principal's School Telephone _____

The Student Teacher will

- ★ Familiarize himself or herself with the expectations of the cooperating teacher(s), and with the regulations and pupil services of the cooperating school(s) and school district.
- ★ Apply for the criminal background check.
- ★ Attend all scheduled school days during the agreed upon fifteen weeks unless otherwise prevented by accident, illness, emergency or other special circumstances.
- ★ Notify the cooperating teacher as soon as possible if it is necessary to be absent.
- ★ Carry out teaching responsibilities as assigned by the cooperating teacher(s) and college supervisor, with appropriate plans available for perusal in advance.
- ★ Comply with all cooperating school regulations that apply to student teachers.

The Cooperating Teacher(s) will

- ★ Be responsible for the daily schedule of the student teacher.
- ★ Provide the student teacher with adequate teaching opportunity which grows throughout the semester as the student teacher's success demands.
- ★ Regularly observe the student teacher when teaching, and provide appropriate feedback for the purpose of improving teaching success.
- ★ Conference regularly with the student teacher. (Once a week is suggested.)
- ★ Evaluate the student teacher's progress midway through, and at the semester's end.
- ★ Complete a final evaluation form for the purpose of determining the student teacher's Credit/Fail grade for the entire fifteen week experience.
- ★ Meet with the college supervisor throughout the semester to communicate the student teacher's progress, strengths and needs.

The College Supervisor will

- ★ Prepare student teachers for success in the schools, by outlining the responsibilities student teachers have, and expecting appropriate professional attire, conduct and lesson planning.
- ★ Furnish guidelines to cooperating teachers for handling student teachers.
- ★ Visit student teachers for supervision at least six times a semester with extra visits if requested by any person involved.
- ★ Confer with the student teacher and cooperating teacher on the student's progress.
- ★ Issue, with the cooperating teacher's advice, a Credit/Fail grade.

date

Student Teacher

date

Cooperating Teacher

date

UNH Supervisor

Portfolio Assessment Sheet

Student Name _____

Required

- _____ Table of Contents
- _____ Resume
- _____ Philosophy of effective learning
- _____ Why music belongs in school
- _____ Summary of how your student teaching experience(s) have affected you
- _____ Lesson plans, and other evidence of planning, with commentary
- _____ Student work
- _____ Technology artifacts (Finale, etc. arrangement, web site info, Smart Music evidence)
- _____ Reflection on your growing mastery of the stated Goals

As Appropriate

- _____ Concert and recital programs you have performed, or conducted
- _____ Notes or comments from others (coop teacher, parents, kids, principal)
- _____ Artifacts that demonstrate your own growth over time, or just this semester
- _____ Artifacts that demonstrate your student's growth
- _____ Samples of assessment strategies and techniques you have used
- _____ Evidence of membership in professional organizations (MENC, NHMEA)
- _____ Evidence of success dealing with diverse student groups of any kind

New Hampshire Curriculum Framework for the Arts

Music K-12

PURPOSE:

Music is a subject with its own unique skills and knowledge, a respected repertoire of quality literature, an advanced system of notation and literacy, and a challenging form of cognition. Scientifically, music is an auditory symbol system that the brain conceives as spatial-temporal reasoning. The brain organizes the elements of pitch, rhythm, timbre and harmony in neurological pathways that cannot be replicated in any other manner. Historically, musical expression is an innate human activity that bridges cultures and time.

In the study of music, students create meaning and expression through the use of listening, composing and improvisational skills. Students attain skill in choral and instrumental performance, as well as critical thinking and self-assessment. Understanding of musical elements and how people in different places and at different times have manipulated them is important in learning how meaning is derived from sound. Students should also be able to identify exemplary musical works.

The framework in music offers a balanced, comprehensive, sequential study of the art form. It uses a music difficulty rating system that is represented by a number ranging from 1 to 6, with 6 signifying the most challenging music (*National Standards for Arts Education/Dance, Music, Theatre, Visual Art*, 1994, Music Educators National Conference, pg. 78). The framework is written to lead students in an orderly and complete way to a rich mastery of the subject. By progressively mastering the materials in the ten content standards, students will gain understanding of and derive meaningful experience in music.

Broad experience in music is necessary if students are to make informed musical judgments. To meet the standards in this framework, students must learn vocabularies and concepts associated with various types of work in music. By understanding the contribution music makes to culture and history, students are better prepared to live and work in multicultural settings. The adult life of every student is enriched by the skills, knowledge and dispositions acquired through the study of music.

Curriculum Standard 1: Sing, alone and with others, a varied repertoire of music.

General Music Proficiency Standards

End of Grade 4:

Students will be able to:

- a. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo;
- b. sing expressively, with appropriate dynamics, phrasing, and interpretation;
- c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures;
- d. sing ostinatos, partner songs, and rounds;
- e. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

End of Grade 8:

In addition to the above, students will be able to:

- a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles;
- b. sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2 on a scale of 1 to 6, including some songs performed from memory;
- c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed;
- d. sing music written in two and three parts.

Choral Performance Proficiency Standards

End of Grade 8:

In addition to the above, students will be able to:

- a. sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1 to 6, including some songs from memory.

End of Grade 12:

In addition to the above, students will be able to:

- a. sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
- b. sing music written in four parts, with and without accompaniment, demonstrating well-developed ensemble skills.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

- a. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
- b. sing music written in more than four parts;

- c. sing in small ensembles with one student on each part.

Curriculum Standard 2: Perform on instruments, alone and with others, a varied repertoire of music.

General Music Proficiency Standards

End of Grade 4:

Students will be able to:

- a. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo;
- b. perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments;
- c. perform expressively a varied repertoire of music representing diverse genres and styles;
- d. echo short rhythms and melodic patterns;
- e. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor;
- f. perform independent instrumental parts while other students sing or play contrasting parts.

End of Grade 8:

In addition to the above, students will be able to:

- a. perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, playing position, and good breath, bow, or stick control;
- b. perform, with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a repertoire of instrumental literature with a difficulty level of 2 on a scale of 1 to 6;
- c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed;
- d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Instrumental Performance Proficiency Standards

End of Grade 8:

Students will be able to:

- a. perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3, on a scale of 1 to 6, including some solos performed from memory.

End of Grade 12:

In addition to the above, students will be able to:

- a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6;

- b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills;
- c. perform in small ensembles with one student on a part.

Curriculum Standard 3: Improvise melodies, variations, and accompaniments.

Proficiency Standards

End of Grade 4:

Students will be able to:

- a. improvise "answers" in the same style to given rhythmic and melodic phrases;
- b. improvise simple rhythmic and melodic ostinato accompaniments;
- c. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies;
- d. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

End of Grade 8:

In addition to the above, students will be able to:

- a. improvise simple harmonic accompaniments;
- b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys;
- c. improvise short melodies, unaccompanied and with given rhythmic accompaniments, each in a consistent style, meter, and tonality.

End of Grade 12:

In addition to the above, students will be able to:

- a. improvise stylistically appropriate harmonization/homophonic parts;
- b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys;
- c. improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

- a. improvise stylistically appropriate harmonization/ homophonic parts in a variety of styles;
- b. improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

Curriculum Standard 4: Compose and arrange music within specified guidelines.

Proficiency Standards

End of Grade 4:

Students will be able to:

- a. create and arrange music to accompany readings or dramatizations;
- b. create and arrange short songs and instrumental pieces within specified guidelines;
- c. use a variety of sound sources when composing.

End of Grade 8:

In addition to the above, students will be able to:

- a. compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance;
- b. arrange simple pieces for voices or instruments other than those for which the pieces were written;
- c. use traditional and nontraditional sound sources and electronic media when composing and arranging.

End of Grade 12:

In addition to the above, students will be able to:

- a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect;
- b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music;
- c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

- d. compose music, demonstrating imagination and technical skill in applying the principles of composition.

Curriculum Standard 5: Read and notate music.

Proficiency Standards

End of Grade 4:

Students will be able to:

- a. read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures;
- b. use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys;

- c. identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing;
- d. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

End of Grade 8:

In addition to the above, students will be able to:

- a. read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve meter signatures;
- b. read at sight simple melodies in both the treble and bass clefs;
- c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression;
- d. use standard notation to record their musical ideas and the musical ideas of others;
- e. (for choral/instrumental students) sight-read accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6.

End of Grade 12:

In addition to the above, students will be able to:

- a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
- b. (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

- a. demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
- b. interpret nonstandard notation symbols used by twentieth-century composers;
- c. (for choral/instrumental students) sight-read, accurately and expressively, music with a difficulty level of 4, on a scale of 1 to 6.

Curriculum Standard 6: Listen to, analyze, and describe music.

Proficiency Standards

End of Grade 4:

Students will be able to:

- a. identify simple music forms when presented aurally;
- b. demonstrate perceptual skills by moving to, inquiring about, and describing aural examples of music from various styles representing diverse cultures;
- c. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances;
- d. identify the sounds of different instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices;

- e. respond through purposeful movement to selected prominent features in a piece of music.

End of Grade 8:

In addition to the above, students will be able to:

- a. describe specific music events in a given aural example, using appropriate terminology;
- b. analyze how elements of music are expressed in diverse genres and cultures;
- c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

End of Grade 12:

In addition to the above, students will be able to:

- a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices; demonstrate extensive knowledge of the technical vocabulary of music;
- b. identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

- a. demonstrate the ability to perceive and remember music events;
- b. compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
- c. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

- a. evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.

Curriculum Standard 7: Evaluate music and music performances.

Proficiency Standards

End of Grade 4:

Students will be able to:

- a. devise criteria for evaluating performances and compositions;
- b. explain, using appropriate music terminology, personal preferences for specific musical works and styles.

End of Grade 8:

In addition to the above, students will be able to:

- a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their own personal listening and performing;
- b. evaluate the quality and effectiveness of their own and other's performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of music.

End of Grade 12:

In addition to the above, students will be able to:

- a. develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
- b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
- d. identify and describe the roles of musicians in music settings and cultures;
- e. demonstrate audience behavior appropriate for the context and style of music performed;
- f. describe the way music has been a continuous part of the history of human culture.

Curriculum Standard 8: Understand relationships among music, the other arts, and disciplines outside the arts.

Proficiency Standards

End of Grade 4:

Students will be able to:

- a. identify similarities and differences in the meanings of common terms used in the various arts;
- b. identify ways in which the principles and subject matter of other disciplines are related to those of music.

End of Grade 8:

In addition to the above, students will be able to:

- a. compare in two or more arts how the characteristic features of each art discipline can be used to transform similar events, scenes, emotions, or ideas into works of art;
- b. describe ways in which the principles and subject matter of other disciplines are related to those of music.

End of Grade 12:

In addition to the above, students will be able to:

- a. explain how elements, artistic processes and organizational principals, such as unity or variety,
- b. re used in similar and distinctive ways in the various arts ;

- c. compare characteristics of the arts within a particular period, style, or culture;
- d. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

- a. compare how creators, performers, and others involved in the production and presentation of the various arts are similar to and different from one another.

Curriculum Standard 9: Understanding music in relation to history and culture.

Proficiency Standards

End of Grade 8:

In addition to the above, students will be able to:

- a. describe distinguishing characteristics of representative music genres and styles from different cultures;
- b. classify by genre, style, historical period, composer, or title bodies of exemplary musical works and explain the characteristics that cause each work to be considered exemplary;
- c. compare the role of musicians, the function music serves and conditions under which music is typically performed, in several cultures of the world.

End of Grade 12:

In addition to the above, students will be able to:

- a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
- b. identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them;
- c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

- a. identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context;
- b. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Curriculum Standard 10: Identify the range of careers in the field of music

Proficiency Standards

End of Grade 4:

Students will be able to:

- a. identify occupations in which people sing or play musical instruments ;
- b. identify local resources where people can take part in singing;
- c. identify professions where skills of arranging and composing music are used;
- d. recognize that people evaluate music and music performances.

End of Grade 8:

In addition to the above, students will be able to:

- a. recognize that improvisation and accompaniment are creative skills that are needed in certain music careers;
- b. identify professions where skills of arranging, composing and conducting music are used;
- c. identify local, national, or international individuals who are composers/arrangers of music;
- d. identify occupations that require people to evaluate music and music performances;
- e. recognize that music-related careers exist in musical production and direction.

End of Grade 12:

In addition to the above, students will be able to:

- a. recognize that some people are hired to sing or play varied styles of music in various media; identify professions in which people compose and/or arrange music in diverse styles for various media;
- b. recognize that careers and work opportunities exist in the fields of music evaluation;
- c. recognize that professions exist in the study of music history, such as ethnomusicology.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

- a. research and identify careers in the music field utilizing resources such as individual professionals and reference materials including the internet, as well as local, state, national, and professional organizations.

From New Hampshire Department of Education K-12 Curriculum Framework for the Arts

REHEARSAL PLANNING SHEET

Ensemble _____ Date _____

Announcements:

Primary Objectives of this Rehearsal:

Warm Up:

<u>Composition</u>	<u>Major Problems to Work Out</u>
1.	
2.	
3.	
4.	
5.	

Were Objectives Met?

General Plan of Next Rehearsal:

LESSON PLAN

Topic _____ Date _____

Objectives:

Special Materials Needed:

Class Activities:

Methods of Assessment:

**Music Education
Request for Reference
Information Sheet**

1. Put a number after each of the ensembles listed below that indicates how many semesters you were a member of that group.

Wind Symphony ____ Concert Choir ____ Symphony Orchestra ____

Symphonic Band ____ Chamber Chorus ____ Opera Workshop ____

Jazz Band ____ Marching Band ____ Pep Band ____

2. How many years have you been a member of our MENC Student Chapter? ____
3. How often have you been a section leader of the New Hampshire Youth Band? ____
4. How often have you worked as a counselor at SYMS? ____
5. What music educators conferences or other teacher conferences have you attended while a student at UNH?
6. Is there anything special that you have done that has prepared you to be a good teacher that I might not know about, or that I might have forgotten?
7. Is there anything special you would like me to stress on your behalf?

Please provide a signed, confidential *Letter of Recommendation* form from the University Advising and Career Center. I generally do not write references and hand them directly to students.