Music Education Student Handbook

Western Illinois University

2010 - 2011
# MUSIC EDUCATION HANDBOOK

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The Western Illinois University Teacher Education and Practitioner Preparation

Conceptual Framework

Commitment
A deep emotional and intellectual investment to becoming a caring and compassionate professional dedicated to personal growth, excellence, and service to one’s professional community, with the ultimate aim of empowering all learners.

Action
Professional practice that embodies the focused and skillful application of knowledge and understanding informed by reflection and a deep commitment to learners and their ultimate empowerment.

Knowledge
Informed, critically examined, research-based, data-driven, and experientially grounded understanding of learners, content, pedagogy, technology, and the standards associated with one’s professional practice.

Reflection
Analytical and thoughtful examination of one’s knowledge, understanding, and practice resulting in more targeted and refined action that empowers student learning.

Empowerment
The creation of a professional community wherein candidates develop the capability, confidence, efficacy, and sense of authority, enabling them to create a community that will positively transform the lives and actions of all learners that engages them in attaining their full potential.
MISSION

The School of Music at Western Illinois University is committed to a dual mission within the university:

1. Helping each undergraduate and graduate music major and music minor to be the best musician he/she can be through course work, applied study, solo and ensemble performance, practical experience, and a variety of listening opportunities; and

2. Serving along with other departments in the College of Fine Arts and Communications, as a cultural center for the university, the community, and the region, including a strong commitment to providing opportunities for non-major university students to develop awareness and understanding of music in a variety of cultural contexts.

GOALS

The primary goal of the Western Illinois University School of Music is to develop skilled and sensitive musicians at the undergraduate and master's level. In addition, the School of Music serves to:

1. Train student musicians in the fine art of musical performance through applied lessons and solo and ensemble performance experiences.

2. Help students understand the structures and contexts of music throughout history and in the present, to enhance their appreciation and performance of diverse musical styles.

3. Prepare graduates who possess the aural, analytical, conceptual, technological, and performance skills needed to be successful in the fields of education, therapy, performance, composition, and music industry or as students in an advanced degree program.

4. Help music students develop the tools of self-discipline, creative expression, analysis, problem-solving, and communication for success in their chosen life work, in or out of the field of music.

5. Provide basic music courses and ensemble experiences that will assist the general university student who desires to be articulate, responsive, and knowledgeable citizens, consumers, and patrons of the arts.

6. Share the joy of musical expression with the general student, university, community, and regional populations through concerts and recitals.

7. Serve as a resource center for the elementary and secondary music programs and music teachers in Illinois and bordering states.

8. Provide opportunities for pre-college music study for community/regional service and for on-campus pedagogical laboratory experience.

9. Offer a music curriculum with sufficient depth and breadth to satisfy the needs and interests of the students enrolled.

10. Maintain a faculty of musician-teachers who, through dedication to excellence, sound pedagogy, and effective communication skills, present models that inspire students to achieve their full potential.
OBJECTIVES OF THE MUSIC EDUCATION OPTION

1. To enable students to develop and articulate a philosophy of music education that recognizes the unique characteristics of music as an art form and means of expressing human feeling in symbolic terms.

2. To enable students to develop their ability to work with young people of any age in an educational environment to expand their musical capabilities.

3. To enable students to learn and apply learning theories, pedagogical approaches, and methods of evaluation for all types of teaching situations.

4. To enable students to develop a working repertoire for teaching in any of a variety of environments.

5. To enable students to work through all modes of instruction to develop their students' understanding, creative and performing abilities, and personal enrichment.

6. To enable students to be knowledgeable of administrative procedures and expectations in today's public and private schools.

EDUCATIONAL UNIT MISSION AND STANDARDS

The WIU Teacher Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.

UNIT STANDARDS

The competent candidate knows, reflects on, acts in accordance with, and is committed to professional standards governing his or her subject matter, expectations for learners as described in the appropriate content standards, and making such content meaningful and empowering for all learners.

The competent candidate knows, reflects on, acts in accordance with, and is committed to research-based best practices that promote the growth, development, learning, and empowerment of all individuals representing the social fabric of our diverse society.

The competent candidate knows, reflects on, acts in accordance with, and is committed to research-based principles governing the planning of instruction, the creation and maintenance of positive, safe learning communities, the implementation of appropriate technological tools, and the use of varied approaches to impact, assess, and empower learning.

The competent candidate knows, reflects on, acts in accordance with, and is committed to the importance of professional dispositions, especially those that advance fairness and the belief that all individuals can be empowered to learn.

The competent candidate knows, reflects on, acts in accordance with, and is committed to the principles that govern the application of his or her knowledge of subject matter, the empowerment of learners, and the acquisition of practical and professional skills during field and clinical experiences, and to the continual improvement of professional performance.
ADMISSION TO MUSIC EDUCATION STUDY

UNDERGRADUATE FRESHMEN AND TRANSFER STUDENTS

1. Complete all admission requirements of the University.

2. Pass a performance audition. (No audition is required for Elementary Education Majors electing an Area of Concentration in Music and Liberal Arts Music Minors unless applied music study is desired.)

3. Take placement examinations in piano and fundamentals of music theory.

PROVISIONAL OR PROBATIONARY ACCEPTANCE STATUS

1. Students who do not meet minimum entrance standards may be accepted on a provisional status if written and aural skills are weak. Students must achieve a grade of B or better in Music 190, 170, 040, and 050 to continue as a music major.

2. Students who do not meet performance expectations at the point of audition, but who demonstrate promise of developing satisfactory skills, may be accepted on a probationary status for two semesters as a music major. At the second semester jury examination, the faculty jury committee recommends full status for continued music study or a change of major.

GRADUATE STUDENTS

1. Complete all admission requirements of the University.

2. Take examinations in music theory and history.

3. Audition in their principal performance area before selected members of the faculty and complete one of the following three conditions:
   a. Intensive interview with two faculty members from the music education area, one of them the area coordinator.
   b. Submission of tapes/cassettes and programs of choral and/or instrumental performances.
   c. Classroom visit by university faculty for the purpose of observing and evaluating the student in his/her teaching situation.

CURRICULUM

THE MUSIC EDUCATION OPTION

Students seeking Teacher Certification are qualified for K-12 Special Certification and may select a Choral-General Specialization or an Instrumental-General Specialization. These options prepare students to teach music in the public schools. All music education students must appear before the Music Education Committee of the Music Department for evaluation of competencies and skills prior to student teaching. Final approval for student teaching is granted only through this committee. Some students obtain certification in Music Education as well as completing degree requirements in other options such as Music Therapy, Performance, or Composition.
# MUSIC EDUCATION CURRICULUM: INSTRUMENTAL/GENERAL

## CATALOG After Fall 2007

### FRESHMAN

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<td>MUS 133/134</td>
<td>(Wwd Tech)</td>
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**Total:** 16 credits

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<td>MUS 135*/136</td>
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<td>MUS 281/283</td>
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**Total:** 17 credits

**Must be completed prior to Teacher Ed Program Application (TEP)**

### JUNIOR

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**Total:** 17 credits

### SENIOR

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**Total:** 16 credits

**9th SEMESTER - STUDENT TEACHING 480, 481 - 16 SEMESTER HOURS**

**SUBJECT MATTER TEST**

* Must 135 Offered Fall only

**Not for string majors**

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CATALOG After Fall 2007

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SOPHOMORE

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APPLY TO TEACHER ED PROGRAM - BASIC SKILLS TEST

JUNIOR

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9TH SEMESTER - STUDENT TEACHING 480, 481 - 16 SEMESTER HOURS
APT EXAM
(ASSUMES NO SUMMER SCHOOL ENROLLMENT)

* Mus 135 Offered Fall only
*** CHORAL CLASSES -- ODD YEARS ONLY -- 07, 09, 11...
ENSEMBLE REQUIREMENT

During the 2009-2010 the music faculty reviewed and revised the music student ensemble participation requirements. Starting with the 2010-2011 catalog the new ensemble requirements are part of the degree plan. Students who matriculated under previous catalogs may follow the new requirements or follow the policy in the catalog under which they matriculated.

The policy for previous catalogs was clarified by the Undergraduate Studies Committee on October 13, 2009 as follows:

The 2006 to 2009 undergraduate catalogs state “All music majors…are required to register for at least one major music ensemble every semester in residency.” The following are eligible “major ensembles”:

MUS 101 – University Orchestra;  MUS 105 – Concert Choir;  MUS 106 – University Singers;
MUS 113 – Symphony Wind Ensemble;  MUS 114 – Concert Band;  MUS 116 - University Marching Band
MUS 117 – Jazz Band and Jazz Studio Orchestra

2010 Requirements (Catalog, Page 262)
Music Ensembles (8 s.h.)
Students must register each semester for credit and successfully complete the ensembles specified below, until the 8 s.h. ensemble requirement is met. No more than one ensemble per semester can be used to satisfy the ensemble requirement. Students must participate on their principal instrument for the number of hours specified below unless indicated otherwise by ensemble director.

Instrumental/General
a) Wind/Percussion: 8 s.h. total, minimum of 6 s.h. in MUS 101, 113, 114, or 117 (maximum 3 s.h. in MUS 117); minimum of 1 s.h. in MUS 116; minimum of 1 s.h. in MUS 105, 106, 107, or 108.

b) Piano: 8 s.h. total, minimum of 3 s.h. in MUS 101, 113, 114, or 117; minimum of 1 s.h. in MUS 116; minimum of 1 s.h. in MUS 105, 106, 107, or 108; minimum of 3 s.h. in MUS 125, 127, or 129.

c) Organ: 8 s.h. total, minimum of 4 s.h. in MUS 101, 113, 114, or 117; minimum of 1 s.h. in MUS 116; minimum of 1 s.h. in MUS 105, 106, 107, or 108; minimum of 2 s.h. in MUS 463.

d) Guitar: 8 s.h. total, minimum of 3 s.h. in MUS 101, 113, 114, or 117; minimum of 1 s.h. in MUS 116; minimum of 1 s.h. in MUS 105, 106, 107, or 108; minimum of 3 s.h. in MUS 127 or 128.

e) Strings: 8 s.h. total, minimum of 7 s.h. in MUS 101 or 102; minimum of 1 s.h. in MUS 105, 106, 107, or 108.

Choral/General
a) Voice: 8 s.h. total, minimum of 6 s.h. in MUS 105 or 106; minimum of 1 s.h. in MUS 107, 108, or 109.

b) Piano: 8 s.h. total, minimum of 6 s.h. in MUS 105 or 106; 2 s.h. in MUS 125, 127, or 129.

c) Organ: 8 s.h. total, minimum of 6 s.h. in MUS 105 or 106; 2 s.h. in MUS 463.

d) Guitar: 8 s.h. total, minimum of 6 s.h. in MUS 105 or 106; 2 s.h. in MUS 127 or 128.

Strong Recommendation from the Music Education Committee, December 2009

Ensemble requirements are minimum expectations. You should participate in a variety of ensembles that relate to public school teaching. The nature of your job responsibilities may cover several areas of specialization. You are in charge of building a performance foundation to match your career, choose wisely.

Wind & percussion. All junior and senior high programs have concert ensembles. Most junior and senior high programs participate in small ensemble and solo performance. If you want an interview for a school position, you need to perform in concert programs at the college level. You must be more advanced than your students.

High school programs have concert bands and often have jazz and marching bands. Junior high programs have concert bands and may have jazz and marching experiences. Some high schools have steel pan ensembles. If you want an interview for a band position, you need to play in these types of ensembles at the college level. You must be more advanced than your students.

Strings. Junior high and high school string programs have orchestras and often have chamber string ensembles. If you want an interview for a string position, you must play in these ensembles at the college level. You must be more advanced than your students.

Choral. Junior high and high school programs have concert choirs and often have jazz, show, madrigal, and musical theatre. If you want an interview for a choral position, you need to perform in a variety of choral ensembles at the college level. You must be more advanced than your students.

MINOR IN MUSIC

In keeping with new state certification guidelines, “Minor in Music for Teacher Certification” is no longer available at Western Illinois University.
AREA OF CONCENTRATION IN ELEMENTARY EDUCATION AND READING

In keeping with new state certification guidelines, “Area of Concentration” is no longer available for Elementary Education Majors at Western Illinois University.

UNIVERSITY GENERAL EDUCATION

The Illinois State Certification Board and Western Illinois University’s General Education required courses are as follows:

   - English 180
   - English 280
   - Communications 241
   (All three courses with grade of “C” or better.

2. Natural Science and Mathematics: 10 sem. hrs.
   - At least one laboratory course must be included. No more than two courses from the same discipline may be counted. (See university General Education Curriculum in the Undergraduate Catalog for specific courses.)

3. Social Science: 9 sem. hrs.
   - No more than two courses from the same discipline may be counted.
   - (See university General Education Curriculum in the Undergraduate Catalog for specific courses.)

   - Music 190Y*
   - No more than 2 courses from the same discipline may be counted.
   - Choose courses outside of music.
   - (See university General Education Curriculum in the Undergraduate Catalog for specific courses.)

5. Multicultural Studies: 3 sem. hrs.
   - Music 394 Required*

6. Human Well-Being 3 sem. hrs.
   - Students may select any combination of courses from at least two departments.
   - (See university General Education Curriculum in the Undergraduate Catalog for specific courses.)

* Two Courses from the major may be used in to fulfill general education requirements. Mus 190Y and Mus 394 are required in the Music Education Option. Other music courses will NOT fulfill general education requirements.

COLLEGE OF EDUCATION

1. EIS 201 - Educational Psychology—Human Growth and Development. (3) A student must receive a grade of C or higher in the course prior to enrolling in EIS 301

2. EIS - Educational Psychology—Learning and Instruction. (3) A grade of C or above must be achieved in EIS 301 for teacher certification.

3. EIS 303 - 303 Field Work in Educational and Interdisciplinary Studies. (1) C grade or above is required. Prerequisite: 2.50 cumulative and major GPAs or recommendation of major department; EIS 301 with a grade of C or better; and satisfactory compliance of a fingerprint background investigation prior to the start of the field experience.

4. EIS 302 - Multicultural and Social Foundations of Education. (3) A grade of C or above must be earned in the field experience component and in the course for teacher certification.

5. EIS 401 - Educational Law and Policy. (2) A grade of C or above must be earned for teacher certification. Prerequisite: full acceptance into teacher education program; a grade of C or better in EIS 301.
All Music Education Majors register for course-work with their Music Advisor. In addition, students will meet with the Secondary Education Advisor during their sophomore and senior years.

FACULTY ADVISORS - Music

Graduate Student Advisor  Dr. Brian Locke - B- Locke@wiu.edu
Undergraduate Student Advisors  Dr. Richard Cangro - RM-Cangro@wiu.edu
Dr. Michael Fansler - MJ-Fansler@wiu.edu
Dr. Kelly Miller - KA-Miller2@wiu.edu
Mr. Terry Solomonson - GT-Solomonson@wiu.edu
Dr. James Stegall - JC-Stegall@wiu.edu
Dr. Mathew Thomas - MJ-Thomas@wiu.edu

SECONDARY EDUCATION ADVISOR - CPEP (HH 91)

Angela Comrie - AD-Comrie2@wiu.edu
309 298-1438

Advisor assignments can be located on STARS. Advisors assist with problems of program and career planning, scheduling, registration and degree progress. Each advisor posts office hours for advising times. Careful program planning in advance will eliminate most scheduling problems.

REGISTRATION

Registration for course-work is accomplished in consultation with the advisor. Students should know the requirements of their degree program, keep a file of grade reports, program sheets, long-range plans, and other pertinent information. WARD reports may be requested from the Registrar’s office at any time to verify courses completed and needed for degree completion. Students must check with their advisor before dropping a class, adding a class, or changing major emphasis in order to have a clear picture of alternatives and possible results of their action. EACH STUDENT IS ULTIMATELY RESPONSIBLE FOR KNOWING AND MEETING ALL GRADUATION REQUIREMENTS

“In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade of “C” or better in all directed general education course, all core courses, and all courses in the option. Note: A “C-” is below a “C”.”
ASSESSMENT/EXPECTATION SCHEDULE

Assessment criteria certify, prior to student teaching, that the candidate has appropriate mastery of subject matter and is prepared for student teaching in music education.

The following outline provides an overview of expectations throughout the undergraduate curriculum:

FRESHMAN YEAR

1. Meet with your advisor to discuss your career plan.

2. Prepare for acceptance into the Teacher Education Program (TEP) - successful completion (C or better) of: English 180, 280, Communications 241, Technology Competency Assessment (see details on page 11), Basic Skills Exam and Math requisite.

SOPHOMORE YEAR

1. School of Music Mid-Career Assessment. See School of Music Handbook for details. Discuss with advisor at start of 4th semester.

2. Application for admission to the Teacher Education Program (TEP) during second semester following satisfactory completion of 45 semester hours with cumulative grade point average of 2.50 and music grade point average of 2.50; completion of required tests and reviews: State Basic Skills Test ($85) Technology Competency Assessment (see details on page 11) and Reflective Paper #1. Make an appointment with the Teacher Education Advisor, Angela Comrie, AD-Comrie2@wiu.edu.

Info at http://www.wiu.edu/cpep/clinical.html
Application at http://www.wiu.edu/cpep/PDF/TEP_Application.pdf

JUNIOR YEAR

1. Prepare for Music Student Teaching Review and Illinois State Certification Test - Music

2. Complete English Language Learner (ELL) Modules prior to student teaching

SENIOR YEAR

1. Student Teaching Review semester prior to student teaching (Mus 300).

2. Illinois State Certification Test—Music ($85). Grade must be on file prior to Student Teaching.

3. Student Teacher Application completed ONE FULL YEAR prior to student teaching. Attend meeting at the beginning of the semester for Application Completion. Info at http://www.wiu.edu/CPEP/clinical_application_instructions.html

4. Interview with Student Teaching Coordinator for student teaching placement advisement. Make an appointment with Dr. Lapka. (concurrent with Student Teaching Application)

5. Students must be cleared of all deficiencies prior to being cleared to begin student teaching. This includes a current TB test which may be processed through Beu Health Center, appropriate grade points averages, and required courses and assessments completed.

STUDENT TEACHING

1. Illinois State Certification Test—Assessment of Professional Teaching (APT) ($85) K-12 APT exam Test #104

2. Complete Portfolio - Reflective Paper #2

3. Complete Western Teacher Work Sample (WTWS) Project

4. Completion of application for certification

PLEASE SEE THE CPEP WEBSITE: http://www.wiu.edu/cpep/clinical.html

MUSIC EDUCATION ADVISOR’S CHECKLIST

Name ___________________________________
ID # ___________________________________

A. Freshman Year:

1. Begin First Reflective Paper
2. Begin Technology Competency Assessment

B. Sophomore Year:

1. School of Music Mid-Career Assessment
2. Successful (C or better) completion of the following by the end of Soph year.
   English 180
   English 280
   Math
   Communications
3. Application for Entrance - Teacher Ed Program (TEP) (HH 91)
   Basic Skills Test ($85)
   Reflective paper #1
   Police Background Check
   Technology Competency Assessment

C. Senior Year:

1. Application for Student Teaching (1st Semester)
   Includes Graduation Application
   Police Background Check
2. Student Teaching Review - Mus 300 (1st Semester)
3. State Certification Test (Subject Matter*) ($85)
4. Application for Certification
5. Immunizations for Teaching
6. EIS 303 (Field Experiences)
7. ELL Modules

E. Student Teaching

1. Western Teacher Work Sample (WTWS)
2. Reflective Paper #2
3. State Certification Test Assessment of Professional Teaching (APT) ($85)
4. Completion of application for certification

*Subject Matter Test - must be completed prior to student teaching
The Music Education Faculty at Western Illinois University strive to develop leaders in the music education profession who possess well-defined skills and goals, initiative, and vision. The Music Education Faculty believe that in order to develop leadership in the profession, music education students must strive for musical and academic excellence, develop and articulate goals to promote music learning, serve as articulate advocates for music in education, and exhibit disciplined, reflective thinking.

In order to develop as leaders in the music education profession, the following provide a map for each student to follow in professional development.

**ACADEMIC EXCELLENCE**

Grade Point Average for the student teaching option is 2.5 overall as required by the College of Education and Human Services with 3.00 highly recommended. The required G.P.A. in the music option is 2.50 which includes applied study, methods and techniques, ensembles, theory, conducting, keyboard, and history.

“In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade of “C” or better in all directed general education course, all core courses, and all courses in the option. Note: A “C-” is below a “C”.”

**PROFESSIONAL ORGANIZATIONS**

Membership and active participation in Illinois Collegiate Music Educators Association (ICMEA) as an undergraduate and graduate music education student is essential to professional development.

**FIELD EXPERIENCES**

In addition to formal course work, supervised field experiences serve to integrate practical teaching and learning situations with theories. The music education curriculum provides opportunities for observations and teaching experiences through site-based, peer, and in-class opportunities.

<table>
<thead>
<tr>
<th>All</th>
<th>Choral/General</th>
<th>Instrumental/General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 130 3 hrs</td>
<td>Mus 231 2 hrs.</td>
<td>Mus 332 4 hrs</td>
</tr>
<tr>
<td>Mus 330 4 hrs</td>
<td>Mus 232 2 hrs</td>
<td>Mus 395 4 hrs</td>
</tr>
<tr>
<td>Mus 333 7 hrs</td>
<td>Mus 331 4 hrs</td>
<td>Mus 336 8 hrs</td>
</tr>
<tr>
<td>EDUC 439 10 hrs</td>
<td>Mus 396 4 hrs</td>
<td>Mus 132-137 (4 hrs total)</td>
</tr>
<tr>
<td>Mus 334 4 hrs</td>
<td>Mus 335 8 hrs</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mus 461 (4 hrs total)</td>
</tr>
</tbody>
</table>

**HANGING NAME TAGS**

ALL students going out to do field experience MUST purchase a Hanging Name Badge from the Certification Office in Horrabin Hall 25 for $1.00. This is needed before you go out into the school for all field experiences (Student Teaching, EIS 303-Block, and Observations).

**TB TEST REQUIRED**

All teacher education candidates are required to have Tuberculosis (TB) test the semester prior to student teaching. The simple skin test method is acceptable for this purpose. Fall student teachers should complete a TB test after April 1; spring student teachers should complete a TB test after November 1. The test may be obtained from Beu Health Center, a private physician, or county health department.

Negative TB test results must be submitted by the designated student teaching clearance deadline specified by the Director of CPEP Advising. Results are to be forwarded as follows: 1) Directly from Beu Health Center, or 2) in a sealed envelope sent to the Director of CPEP Advising, Horrabin Hall 91, Western Illinois University, Macomb, IL 61455. In the latter, the original documentation must be supplied. Teacher education candidates are encouraged to retain a copy of the results for themselves as the College of Education and Human Services cannot release TB test information.

In the event a teacher education candidate tests positive for TB, the candidate will be referred to Beu Health Center for further consultation. Additional documentation will be required and cleared by the Beu Health Center Director. Again, the student teaching clearance deadline specified by the Director of CPEP Advising will be upheld in submitting and clearing the required documentation in such instances.
CRIMINAL BACKGROUND INVESTIGATION

A teacher education candidate is required to submit results of two criminal background investigations to the CPEP Advising Center at two points in his/her tenure at Western Illinois University.

1. The initial report is due at the time of application for full acceptance to the Teacher Education Program and must be completed within six months prior to the submission of the application.

2. The second report is to be completed the semester prior to the student teaching semester.

The application for the criminal background investigation may be obtained from the CPEP Advising Center, Horrabin Hall 91.

The student submits the criminal background investigation request with a check or money order (currently $12) to the Illinois State Police, Division of Administration, Bureau of Identification. Two copies of the results are mailed directly to the student (within 4-6 weeks). The student then submits one copy of the results to the CPEP Advising Center. Students who fail to comply with this program requirement will not be allowed to continue in the Teacher Education Program.

In the event a student record indicates a criminal history that may prohibit teacher certification, the student must first meet with the Certification Officer. Thereafter, the student may appeal the findings of the Certification Officer to the Committee for Student Professional Standards providing the following documentation:

1. Statement in his/her own words describing the circumstances of the crime.

2. Results of the criminal background investigation, copy of the court record of conviction, and report from the WIU Judicial Programs Office.

3. Original statements attesting to good character and/or rehabilitation. These could come from employers, civic leaders, college instructors, and others in a position to attest to character and rehabilitation.

4. Other information that the student believes would help the committee to reach a fair decision.

TECHNOLOGY COMPETENCY ASSESSMENT

What is the Technology Competency Assessment (TCA)?

The Technology Competency Assessment is an artifact-based online assessment of a student’s knowledge and application of word processing (Microsoft Word), presentation software (Microsoft PowerPoint), spreadsheet software (Microsoft Excel), and database software (Microsoft Access), that will be completed and submitted for evaluation through Western Online at any time and from any Internet-connected computer.

Students will complete four modules that will first guide them step-by-step in the completion of a product submitted for evaluation. Students will then apply the skills learned in each module to create a completely new product based on a minimum list of requirements that will also be submitted for evaluation.

Successful completion of the Technology Competency Assessment is a requirement for entrance into the Teacher Education Program at Western Illinois University.

The assessment has been aligned with the Technology Standards for All Illinois Teachers, and is a central component of Western Illinois University’s fulfillment of the 2003 ISBE teacher preparation mandate requiring all pre-service teachers to demonstrate knowledge and application of technology in future programs.

Why do I have to take the Technology Competency Assessment?

It is the hope that successful completion of this assessment by students will reduce the amount of time spent on skill development of programs and allow for more instructional time and discussions of technology integration in education courses.

How do I register and pay for the Technology Competency Assessment?

A current WIU Student ID and the exact amount of $40 if you are a new participant or $25 if you are re-enrolling, payable to Western Illinois University by check, cash or money order, are required when registering.

To register for the TCA on the Macomb campus, visit the TRC in Horrabin Hall 111, Monday through Friday from 8am - 4:30pm.
Where and how do I complete the Technology Competency

Once you are registered, you will be enrolled in the current session of the TCA on STAR-Online. You will need to log in to STAR-Online (http://star-online.howtomaster.com) from any Internet-connected computer using your WIU Ecom user name as the User ID and designated password given to you at registration.

With the TCA available through STAR-Online, you do not need to come into a designated lab to complete the tests during a specific time period. You can complete the assessment from any computer that is connected to the Internet when it is convenient for you. You now have the option of completing the assessment from home at 11pm or using any lab computer during open hours.

How will I know if I passed?

All correspondence for the TCA will take place through Western Online. You will complete each module and submit each artifact for evaluation through Western Online. You will need to log in to Western Online regularly to check the evaluation status for each product submitted.

This is a meets requirements/does not meet requirements assessment. If an artifact does not meet all the requirements, it will be sent back to you through Western Online and comments will be provided directing you as to what needs corrected. You will re-submit the artifact for evaluation after making the needed changes.

Once you have met the requirements for each of the four modules, you will receive an email notifying you of your achievement. Advisors have access to a database that is updated consistently, listing student progression and completion of all the requirements of the Technology Competency Assessment.

How long do I have to complete the TCA?

You will have eight weeks to complete the TCA. There are 2 eight week sessions available during the Fall and Spring semesters. The First Eight Week Section will be active the first eight weeks of the semester. The Second Eight Week Section will be active the second eight weeks of the semester. There will be 1 eight week section available in the Summer semester.

Those who register before the 10th day of each semester will be enrolled in the First Eight Week section. Those who register after this date will be enrolled in the Second Eight Week section.

Each section will be activated 2 weeks prior to the official start date. You may enroll in a section before the eight week starts and use the early activation time to work on the assessment. schedule at [http://wiu.edu/TCA/tcaschedulefy10.pdf](http://wiu.edu/TCA/tcaschedulefy10.pdf)

ELL MODULES

As the number of students from diverse cultures continues to rise in our PK-12 classrooms, the College of Education and Human Services is providing teacher education candidates with online modules containing vital legal information about how to assess and enroll English Language Learner (ELL) students in our schools.

After candidates pay the registration fee, the ELL modules will be listed as a course on their Western Online account. The ELL fee is a ONE-TIME fee of $15.00 paid at the same time they register for the TCA, in Horrabin Hall 111. Candidates will be enrolled in the ELL modules from the time they register until they graduate or withdraw from the program. This allows faculty to utilize the module content in methods classes as well as serving as a valuable resource to all pre-service teachers.

It is estimated that it will take 5 hours or less to complete these modules. The assessment is focused on gaining an understanding of basic ELL terms and acronyms through multiple choice and true/false questions.

Candidates will be required to complete ALL ELL modules prior to student teaching.

FOR MORE INFORMATION GO TO [http://www.wiu.edu/CPEP/ell-modules.html](http://www.wiu.edu/CPEP/ell-modules.html)
A copy of the paper is submitted to the major department (a copy of the scored rubric must also be submitted with the TEP application). Address each of the following items in your paper as you reflect on your decision to enter the Teacher Education Program (TEP) at Western Illinois University. Use the scoring rubric (see page 30) to organize your paper and to ensure you address each item listed below. For style and grammar, consult the APA (American Psychological Association style manual, with is available where textbooks are sold, in the Reference section of the Malpass Library, in the back of the style manual used in ENG 180 & 280, or summarized on a website such as [http://www3.wooster.edu/psychology/apa-crib.html](http://www3.wooster.edu/psychology/apa-crib.html).

You will be evaluated on the following items:

1. Reflecting on your strengths as a potential teacher, briefly specify your primary reason for selecting teaching as your career.

2. Provide 1-2 examples of experiences working with students/children and what you have learned about teaching and learning from these experiences.

3. The WIU TEP expects you to exhibit the 8 dispositions listed in the TEP Handbook (and in the Mus Ed Handbook, pg 14-16), including their indicators. Carefully review each of the dispositions and the corresponding indicators. (a) Identify and discuss at least one indicator for each of the 8 dispositions that reflects an area where you most need improvement. (b) Formulate and describe your plan to improve upon the areas identified in part a above. Remember to address all 8 dispositions.

4. In addition to your ability to adequately address each of the above listed items, your paper will be evaluated on organization, spelling, sentence structure, grammar, and writing mechanics.

See Scoring Rubric Page 30

**REFLECTIVE PAPER #2**

Paper must be submitted to your major department the semester you are student teaching/clinical. The paper must be approved by the major department before certification will be processed.

Reflect on your student teaching experience by addressing each of the following items in your paper. Use the scoring rubric (See page 31) to organize your paper and to ensure you address each item listed below. For style and grammar, consult the APA (American Psychological Association) style manual, which is available where textbooks are sold, in the Reference section of the Malpass Library, in the back of the style manual used in ENG 180 & 280, or summarized on a website such as [http://www3.wooster.edu/psychology/apa-crib.html](http://www3.wooster.edu/psychology/apa-crib.html).

1. Provide an example from your student teaching that illustrates your understanding and application of each of the 11 Illinois Professional Teaching Standards (IPTS) pages 17-21. In your discussion, identify each standard by either including a heading for the standard prior to addressing it in your paper or typing the name of the standard in bold in the body of the paragraph that addresses the standard.

2. Provide an example from your student teaching that illustrates your understanding and application of each of the 8 TEP dispositions (pages 14-16. As in your discussion of the IPTS standards, identify each disposition with a heading or put it in bold in the narrative.

3. Considering the IPTS, TEP dispositions, and your student teaching experience, identify and reflect on your strengths and weaknesses as a teacher.

4. In addition to addressing each of the three items listed above, your paper will be evaluated on organization, spelling, sentence structure, grammar, and writing mechanics.

NOTE: Your answers to the above items should prove helpful in organizing your reflections on your student teaching as you prepare to interview for teaching positions. Principals/superintendents typically ask questions of teacher candidates that are similar to those listed above during the interview process.

**DISPOSITIONS**

The University Teacher Education Committee at Western Illinois University believes that well prepared teacher candidates understand and can demonstrate knowledge of professional skills and dispositions. We further believe that teacher candidates must apply their knowledge skills and dispositions in school settings. The mission of Western Illinois University’s Teacher Education Program is to prepare versatile teachers who appreciate the importance of our diverse population; who adapt to emerging social, economic, and demographic patterns; and who are skilled in the use of technological tools to promote teaching and learning in our nation’s schools. We further believe that the disposition of our candidates is important for their success as a teacher and a professional. Candidates are evaluated at least three (3) times during their program (Reflective Paper #1, Reflective Paper #2, EIS 201, Methods, in any course).
The candidate demonstrates:

1. Collaboration: Works together with others to achieve a common goal in all academic and professional settings.
2. Honesty/Integrity: Demonstrates truthfulness, professional behavior and trustworthiness
3. Respect: Honors, values, and demonstrates consideration and regard for oneself and others
4. Commitment to Learning: Demonstrates a respect for and is serious about knowledge acquisition
5. Emotional Maturity: Demonstrates situational appropriate behavior
6. Responsibility: Acts independently and demonstrates accountability, reliability, and sound judgment
7. Fairness: Demonstrated commitment to meet the education needs of all students in a caring, non-discriminatory, and equitable manner.
8. Belief that All Students Can Learn: Demonstrates behaviors that support a culturally diverse educational environment that provides opportunities for all students to learn.

Teacher education candidates should address these dispositions in Reflective Papers 1 & 2.

Faculty/Administrators/Advisors will use the checklist that follows to assess teacher education candidates’ dispositions for teaching. When the desired skills and/or behaviors included in the checklist are not evident or insufficiently developed, faculty and/or administrators will conference with the teacher candidate. A copy of the completed Documentation of Student Conference, with suggestions for improvement, will be given to the student, a copy will be sent to the Director of CPEP Advising to be added to the TEP file, and a copy will go to the Chair of the major department. Candidates that continue to demonstrate major weaknesses in disposition or continue to demonstrate areas of weaknesses following a conference may be advised out of teacher education.

http://www.wiu.edu/CPEP/dispositions.htm

DISPOSITION INDICATORS

1. Collaboration: Works together with others to achieve a common goal in all academic and professional settings.
   • Cooperates with others
   • Makes contribution to group effort
   • Shares information and materials with others
   • Assists peers
   • Supports decisions of group willingly, even if different from own
   • Volunteers to participate in group effort
   • Supports work of others
   • Plans and sets goals and priorities with others
   • Establishes professional goals that are aligned with those of the organization
   • Makes relevant contributions to discussions

2. Honesty/Integrity: Demonstrates truthfulness, professional behavior and trustworthiness
   • Models behavior expected of both teachers and learners in an educational setting
   • Communicates without intent to deceive
   • Gives credit to others when using their work
   • Acts with honesty and integrity in all academic and professional situations

3. Respect: Honors, values, and demonstrates consideration and regard for oneself and others
   • Demonstrates a friendly and caring manner to others
   • Interacts in a polite and respectful manner with students, peers, colleagues, and supervisors
   • Uses appropriate professional language
   • Takes care of property of others in all academic and professional situations
   • Demonstrates empathy and concern for others

4. Commitment to Learning: Demonstrates a respect for and is serious about knowledge acquisition
   • Values knowledge, content, and experiences presented in preservice academic programs
   • Takes initiative to expand knowledge base
   • Actively engaged during instructional time and field experiences.
   • Seeks opportunities to learn new skills
   • Uses credible and data-based sources
   • Demonstrates enthusiasm for the subject being taught
   • Demonstrates positive attitude toward learning
   • Demonstrates intellectual and academic curiosity
Dispositions continued...

5. Emotional Maturity: Demonstrates situationally appropriate behavior
   • Uses appropriate strategies to respond to emotional and emergency situations
   • Responds to situations professionally
   • Uses appropriate tone of voice
   • Initiates communication to resolve conflict
   • Maintains emotional control
   • Uses self-disclosure appropriately
   • Uses appropriate non-verbal expressions
   • Acts from a positive frame of reference most of the time, including when changes occur
   • Adapts to unexpected or new situations
   • Accepts less than ideal situations when necessary
   • Demonstrates good personal hygiene
   • Dresses appropriately for the situation

6. Responsibility: Acts independently and demonstrates accountability, reliability, and sound judgment
   • Gives priority to health and safety concerns of others, as well as self.
   • Protects personal health to avoid absences
   • Accepts consequences for personal actions or decisions
   • Submits individual and/or group assignments on time or follows procedures for extensions
   • Prepares for classes, meetings, and group work
   • Manages time effectively
   • Completes assigned tasks from group activities within an acceptable time frame
   • Seeks clarification and/or assistance as needed
   • Prioritizes work based upon established goals
   • Returns borrowed materials in a timely manner
   • Takes initiative to get materials and notes when absent from meetings or classes
   • Seeks/locates needed resources
   • Ensures accuracy of information for which he/she is responsible
   • Arrives for class on time
   • Attends class regularly

7. Fairness: Demonstrated commitment to meet the education needs of all students in a caring, non-discriminatory, and equitable manner.
   • Responds appropriately to actions and reactions of others
   • Accepts feedback from others
   • Identifies personal responsibility in conflict/problem situations
   • Considers opinions of others with an open mind
   • Displays equitable treatment of others
   • Uses sound judgment in decision making
   • Takes action to solve problems in an equitable manner
   • Makes decisions and acts with honesty and integrity

8. Belief that All Students Can Learn: Demonstrates behaviors that support a culturally diverse educational environment that provides opportunities for all students to learn.
   • Listens attentively to others in a variety of contexts
   • Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds
   • Interacts appropriately in relation to cultural norms
   • Appreciates and embraces individual differences
   • Demonstrates positive attitudes toward diverse cultures and learners
   • Conveys high expectations for achievement

Adapted from Illinois State University's Special Education Department
UTEC approved 10/29/01
Revisions Approved 10/20/08
ILLINOIS PROFESSIONAL TEACHING STANDARDS

STANDARD 1
Content Knowledge

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

Knowledge Indicators
The teacher . . .
A. understands major concepts, assumptions, debates, principles, and theories that are central to the discipline.
B. understands the processes of inquiry central to the discipline.
C. understands how students’ conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
D. understands the relationship of knowledge within the discipline to other content areas and to life and career applications.

Performance Indicators
The teacher . . .
1. evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
2. uses differing viewpoints, theories, “ways of knowing” and methods of inquiry in teaching subject matter concepts.
3. engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.
4. designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.
5. anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.
6. uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
7. facilitates learning experiences that make connections to other content areas and to life and career experiences.

STANDARD 2
Human Development and Learning

The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

Knowledge Indicators
The teacher . . .
A. understands how students construct knowledge, acquire skills, and develop habits of mind.
B. understands that students’ physical, social, emotional, ethical, and cognitive development influences learning.
C. understands human development, learning theory, neural science, and the ranges of individual variation within each domain.
D. understands that differences in approaches to learning and performance interact with development.
E. understands how to include student development factors when making instructional decisions.

Performance Indicators
The teacher . . .
1. analyzes individual and group performance in order to design instruction that meets learners’ current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.
2. stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
3. introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.

STANDARD 3
Diversity

The teacher understands students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge Indicators
The teacher . . .
A. understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the Illinois Administrative Code.
B. understands the process of second language acquisition and strategies to support the learning of students whose first language is not English.
C. understands how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
D. understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences and performance modes.
E. understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students’ experiences, cultures, and community resources into instruction.
Performance Indicators
The teacher . . .
1. facilitates a learning community in which individual differences are respected.
2. makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
3. uses information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences.
4. uses cultural diversity and individual student experiences to enrich instruction.
5. uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
6. identifies and designs instruction appropriate to students’ stages of development, learning styles, strengths and needs.
7. identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.

STANDARD 4
Planning for Instruction
The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

Knowledge Indicators
The teacher . . .
A. understands the Illinois Academic Standards, curriculum development, content, learning theory, and student development and know how to incorporate this knowledge in planning instruction.
B. understand how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
C. understands how to take the contextual considerations of instructional materials, individual student interests, and career needs into account in planning instruction that creates an effective bridge between student experiences and career and educational goals.
D. understands when and how to adjust plans based on student responses and other contingencies.
E. understands how to integrate technology into classroom instruction.
F. understands how to review and evaluate educational technologies to determine instructional value.
G. understands how to use various technological tools to access and manage information.
H. understands the uses of technology to address student needs.

Performance Indicators
The teacher . . .
1. establishes expectations for student learning.
2. applies principles of scope and sequence when planning curriculum and instruction.
3. creates short-range and long-term plans to achieve the expectations for student learning.
4. creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students’ prior knowledge and principles of effective instruction.
5. creates multiple learning activities that allow for variation in student learning styles and performance modes.
6. incorporates experiences into instructional practices that relate to the students’ current life experiences and to future career and work experiences.
7. creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
8. develops plans based on student responses and provides for different pathways based on student needs.
9. uses teaching resources and materials which have been evaluated for accuracy and usefulness.
10. accesses and uses a wide range of information and instructional technologies to enhance student learning.

STANDARD 5
Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge Indicators
The teacher . . .
A. understands principles of and strategies for effective classroom management.
B. understands how individuals influence groups and how groups function in society.
C. understands how to help students work cooperatively and productively in groups.
D. understands factors that influence motivation and engagement and how to help students become self-motivated.

Performance Indicators
The teacher . . .
1. maintains proper classroom decorum.
2. maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to achieving classroom goals.
3. uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
4. analyzes the classroom environment and makes decisions to enhance social relationships, student motivation and engagement in productive work through mutual respect, cooperation, and support for one another.
5. organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.
6. engages students in and monitors individual and group learning activities that help them develop the motivation to achieve.
STANDARD 6
Instructional delivery

The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Knowledge Indicators
The teacher . . .
A. understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
B. understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.
C. knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.
D. understands the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.

Performance Indicators
The teacher . . .
1. evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs.
2. uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
3. monitors and adjusts strategies in response to learner feedback.
4. varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.
5. develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical thinking.
6. uses a wide range of instructional technologies to enhance student learning.
7. develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences.

STANDARD 7
Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge Indicators
The teacher . . .
A. understands communication theory, language development, and the role of language in learning.
B. understands how cultural and gender differences can affect communication in the classroom.
C. understands the social, intellectual, and political implications of language use and how they influence meaning.
D. understands the importance of audience and purpose when selecting ways to communicate ideas.

Performance Indicators
The teacher . . .
1. models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.
2. uses effective question techniques and stimulates discussion in different ways for specific instructional purposes.
3. creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication.
4. communicates with and challenges students in a supportive manner and provides students with constructive feedback.
5. uses a variety of communication modes to effectively communicate with a diverse student population.
6. practices effective listening, conflict resolution, and group-facilitation skills as a team member.
7. communicates using a variety of communication tools to enrich learning opportunities.

STANDARD 8
Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

Knowledge Indicators
The teacher . . .
A. understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.
B. understands the purposes, characteristics and limitations of different kinds of assessments.
C. understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.
D. understands how to use the results of assessment to reflect on and modify teaching.
E. understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

Performance Indicators
The teacher . . .
1. uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.
2. appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
3. involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
4. maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and colleagues.
5. uses appropriate technologies to monitor and assess student progress.

STANDARD 9
Collaborative Relationships
The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

Knowledge Indicators
The teacher . . .
A. understands schools as organizations within the larger community context.
B. understands the benefits, barriers and techniques involved in parent/family relationships.
C. understands school and work-based learning environments and the need for collaboration with business organizations in the community.
D. understands the collaborative process.
E. understands collaborative skills which are necessary to carry out the collaborative process.

Performance Indicators
The teacher . . .
1. initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
2. works with colleagues to develop an effective learning climate within the school.
3. participates in collaborative decision making and problem solving with other professionals to achieve student success.
4. develops relationships with parents and guardians to acquire an understanding of the students’ lives outside of the school in a professional manner that is fair and equitable.
5. works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well being.
6. identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities.
7. acts as an advocate for student needs.

STANDARD 10
Reflection and Professional Growth
The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

Knowledge Indicators
The teacher . . .
A. understands that reflection is an integral part of professional growth and improvement of instruction.
B. understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.
C. understands major areas of research on the learning process and resources that are available for professional development.

Performance Indicators
The teacher . . .
1. uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
2. collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.
3. participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.
4. actively seeks and collaboratively shares a variety of instructional resources with colleagues.

STANDARD 11
Professional Conduct
The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Knowledge Indicators
The teacher . . .
A. understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.
B. understands how school systems are organized and operate.
C. understands school policies and procedures.
D. understands legal issues in education.
E. understands the importance of active participation and leadership in professional education organizations.

Performance Indicators
The teacher...

1. contributes knowledge and expertise about teaching and learning to the profession.
2. follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
3. follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues and families.
4. initiates and develops educational projects and programs.
5. actively participates in or leads in such activities as curriculum development, staff development, and student organizations.
6. participates, as appropriate, in policy design and development at the local level, with professional organizations, and/or with community organizations.

ILLINOIS TEACHER CODE OF ETHICS

Illinois State Board of Education Taskforce is working on the Code of Ethics. see updates at [http://www.isbe.state.il.us/](http://www.isbe.state.il.us/)
The Music Education Committee of Western Illinois University is committed to assist the development of pre-student teachers through curriculum and various assessment procedures. The Pre-Student Teaching Review, completed one full year prior to the individual’s intended student teaching semester, serves to focus the essential competencies students must possess to succeed in their prospective teaching placements.

The following competencies are checked in the Pre-Student Teaching Review.
Register for Mus 300 prior to student teaching.

**INSTRUMENTAL/GENERAL OPTION**

The student:

- Demonstrates ear training skills;
- Demonstrates ability to sight read melodies;
- Demonstrates knowledge of music history and literature;
- Demonstrates functional knowledge and skill on secondary instruments;
- Illustrates and explains principles of idiomatic instrumental techniques;
- Conducts basic beat patterns with accuracy and clarity;
- Demonstrates ability to analyze and interpret a given score;
- Demonstrates ability to diagnose, aurally and visually, musical problems in instrumental performance and prescribe appropriate remedies;
- Demonstrates the ability to achieve accurate and musically expressive performances with various types of instrumental ensembles;
- Recognizes the importance of selecting appropriate instrumental music for sequential music learning.

**CHORAL/GENERAL OPTION**

The student:

- Demonstrates knowledge of music history and literature;
- Demonstrates ear training skills;
- Demonstrates ability to sight read melodies;
- Demonstrates ability to perform on the keyboard sufficiently well to employ the instrument as a teaching tool;
- Demonstrates the ability to sing sufficiently well to employ the voice as a teaching tool;
- Illustrates and explains principles of idiomatic vocal techniques;
- Conducts basic beat patterns with accuracy and clarity;
- Demonstrates ability to analyze and interpret a given score;
- Synthesizes historical and theoretical knowledge to create stylistically appropriate performance;
- Demonstrates the ability to achieve accurate and musically expressive performance.

**MUS 300 PRE-STUDENT TEACHING REVIEW - SYLLABUS - Dr. Cangro**

**Schedule**

Candidate exams and reviews will typically take place on Tuesdays and Thursdays between 2:00 and 3:00 PM. Separate appointments may be made due to scheduling needs. Candidates will be notified by email at least one week in advance for their individual review times throughout the semester. A typical semester schedule is below.

- **Week 1** Sight-singing exam
- **Week 2** Piano proficiency for choral candidates only
- Mid-semester Conducting reviews
- **Week 8** Interviews
- **Weeks 10 - 14** Teaching demonstrations
- **Weeks 14 - 15** Sight-singing and piano retests

**Grading**

This is a Pass/Fail course. Every portion of the student teaching review must be passed in order to be eligible to student teach. Students will have the opportunity to re-take any portion of the review.
REQUIRED ACTIVITIES

1. Sight Singing – All candidates will sight-sing at least one melody. Candidates who do not pass the sight-singing exam are required to enroll in MUS 080 Basic Musicianship Skills. At the end of the semester, candidates will retest 2 weeks prior to end of semester.

2. Conducting – The committee will review candidate during enrollment in advanced conducting classes.
   a. Choral candidates will conduct concert choir. Those selected to be a student conductor will automatically pass this portion of the assessment (if you did this in the past, please notify Dr. Cangro). Dr. Stegall will schedule and disseminate a date for you to conduct as well as the repertoire to the Review Coordinator.
   b. Instrumental candidates have 2 opportunities:
      i. Candidates selected to conduct the concert band will automatically pass the instrumental conducting review (if you did this in the past, please notify Dr. Cangro).
      ii. Candidates will conduct either Concert or University Band at midterm. Dr. Fansler and/or Dr. Thomas will schedule and disseminate a date to the Review Coordinator. Candidates can check out scores from the bands library.
         * Candidates may be asked to field questions from ensemble members. The questions may require the candidate to transpose.

3. Lesson demonstration – candidate will teach a demonstration lesson for a committee of faculty members
   a. Choral candidates will teach a beginning voice lesson – student must find at least 2 non-music majors to participate in your lesson.
   b. Instrumental candidates will teach a beginning lesson on a brass or woodwind instrument (Dr. Cangro will let you know which instrument you will teach) – student must find at least 2 non-music majors to participate in your lesson.
   c. Lesson plans are required for demonstration and should be copied for all faculty reviewers.

4. Interview with faculty committee demonstrating your knowledge of the following;
   a. Instrumental/Choral Methods/Literature/Programming
   b. Rehearsal Format/Procedures/Warm-up/Tuning
   c. Style Period Characteristics
      * Suggestions for interview:
      * Review notes from methods, literature courses and music history.
      Sample questions:
      * Instrumental specific What methods book(s) do you plan to use with beginning band and why? Describe some transcriptions for band that would demonstrate your commitment and understanding of the importance of developing a broad repertoire for your ensemble.
      * Choral specific Describe how you plan to develop music literacy with your choir and why. Describe how you would develop accurate performance practice for singing Renaissance music with your choir.
      * All – Create a concert program order for your ensemble. Be prepared to provide a rationale for your choices. Describe an effective rehearsal plan for your ensemble. How can you include special learners in your ensemble? Be able to describe the characteristics of each period in music history up to the 20th century. Compare and contrast Baroque and Romantic music.

5. Piano Proficiency (Choral candidates only) – Prepared piece and Harmonization/Transposition
   a. Prepared Piece
      i. Candidates will receive a standard piece of JH choral literature to prepare - Open score (parts) and accompaniment
      ii. Candidates will play for Dr. Cangro on the 2nd Tuesday of the semester at 2:00 PM (room TBD). If candidate does not pass exam, remediation will be recommended.
      iii. The candidate will select one of the following:
         1. “In Remembrance” E Daley
         2. “The Coulin” D. Monney
   b. Harmonization & Transposition
      i. Without notation, accompany one of the following melodies in 2 different keys.
      ii. Your choice: play accompaniment and melody or play accompaniment and sing melody. (Block chordal accompaniment is not acceptable)
      iii. The coordinator will choose 1 of the following melodies:
         1. Twinkle Twinkle Little Star
         2. Camptown Races
         3. Simple Gifts
         4. Jingle Bells
         5. Long, Long Ago
         6. Ode to Joy
         7. You are my Sunshine
         8. When the Saints
Pre-Student Teaching Review- Instrumental/General

Student Name ______________________________

1. Instrumental Methods/Literature/Programming
   • Demonstrates thorough knowledge of method books, literature and program planning

2. Rehearsal Format/Procedures/Warm-up/Tuning
   • Demonstrates an understanding of appropriate rehearsal planning

3. Style Period Characteristics
   • Synthesizes understandings in teaching strategies

4. Instrumental Lesson (Beginner and/or Advanced)
   • Illustrates and explains principles of idiomatic instrumental techniques
   • Demonstrates functional knowledge and skill
   • Instrument Assembly
   • Embouchure
   • Breathing
   • Pacing
   • Goal of lesson clearly presented

5. Transpositions
   • Demonstrates an understanding of all instrumental transpositions

6. Sightsing Folk Melody
   • Tonal - Precise pitch and notes, Overall accurate sense of tonality
   • Rhythm - Maintains consistent tempo, Maintains proper sense of meter
   • Expression - Gives movement to the music, Demonstrates understanding of dynamics, Demonstrates appropriate phrasing

7. Conducting Instrumental Ensemble
   • Demonstrates ability to diagnose, aurally and visually, musical problems in instrumental performance and prescribe appropriate remedies

Additional comments supporting your rating of Outstanding, Satisfactory or Unsatisfactory can be made on the back of this form. Please reference the section numbers above.

Date _______________

Faculty Signature ________________________________
### Pre-Student Teaching Review - Choral/General

Student Name ______________________________

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| 1. Vocal Warm-Up/Lesson | • Illustrates and explains principles of idiomatic vocal techniques  
• Demonstrates ability to diagnose, aurally and visually, problems in vocal production  
• Prescribes appropriate remedies |
| 2. Rehearsal Format/Procedures/Warm-up/Tuning | • Demonstrates an understanding of appropriate rehearsal planning |
| 3. Style Period Characteristics | • Synthesizes understandings in teaching strategies  
• Demonstrates an understanding of appropriate choral music selection |
| 4. Sightsing Folk Melody | • Tonal - Precise pitch and notes, Overall accurate sense of tonality  
• Rhythm - Maintains consistent tempo, Maintains proper sense of meter  
• Expression - Gives movement to the music, Demonstrates understanding of dynamics, Demonstrates appropriate phrasing |
| 5. Prepared Piano Selection | • Tone, Technique, Interpretation, Repertoire, Selection, Presence |
| 6. Keyboard Harmonization and Transposition | • Accuracy, consistent tempo, appropriate chords |
| 7. Choral Conducting | • Conducts beat patterns with accuracy and clarity  
• Demonstrates ability to analyze and interpret a given score  
• Demonstrates the ability to achieve musically accurate and expressive performances with various types of vocal ensembles |

Additional comments supporting your rating of Outstanding, Satisfactory or Unsatisfactory can be made on the back of this form. Please reference the section numbers above.

Date _______________

Faculty Signature ______________________________

Western Illinois University | Music Education Handbook

25
WESTERN TEACHER WORK SAMPLE (WTWS)

General Procedures for the Western Teacher Work Sample (WTWS)
The Candidate’s Assignment

The WTWS contains seven teaching components identified by research and best practice as fundamental to improving student learning. Each component is followed by a definition, the Tasks, a Prompt, and a Rubric that defines three possible levels of performance on the component. The Tasks and Rubrics will be used to evaluate your WTWS. The Prompts (or directions) help you document the extent to which you have met each standard. You are required to teach a comprehensive unit. Before you teach the unit, you will describe contextual factors, identify learning objectives and benchmarks based on the Illinois Learning Standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan your instruction. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

Suggestions for the Candidate to Get Started

1. Start as early as possible!
2. Carefully and completely read the WTWS prompts (directions) and scoring rubrics.
3. Meet with your cooperating teacher immediately to plan the topic/goals and the dates of your unit.
4. Develop, with your cooperating teacher, a workable schedule for administering your pre- and post-assessments.
5. Begin a journal now. A journal will be useful for recording valuable successes, failures, frustrations, surprises, insights, and changes that you will use later.
6. Keep samples of student work such as the entire class set of pre- and post-assessments and select samples of student work. You will present and discuss this work in the Analysis and Interpretation of Student Learning and Performance section.
7. Remember to remove students’ names from all work you include in the WTWS.
8. Once you complete writing a section, plan to revisit it periodically as needed.

PROCEDURES, GUIDELINES, DIRECTIONS, SCORING RUBRICS FOUND AT
http://www.wiu.edu/CPEP/WTWS.htm

PROFESSIONAL CONDUCT

Student teachers as representatives of the Western Illinois University Music Education program are expected at all times to serve as ethical teaching models and demonstrate a consistent commitment to their own professional development and moral integrity. The student teacher is obligated to know and fulfill the following roles, responsibilities, and functions during the full professional term:

1. The student must attend and report for duty at times designated by the cooperating teacher and/or principal. Personal reasons cannot be accepted for lack of attendance. Participating in college-oriented activities does not take precedence over attendance in the public school and such participation must have approval from the music department.
2. In the event of absence due to sickness or accident, the student teacher is obligated to notify both the building principal and the cooperating teacher prior to the date of absence. In the case of sudden illness, the student teacher should phone the cooperating teacher at the earliest opportunity prior to the opening of the school day, preferably in the early evening the day before the absence.
3. Student teachers are expected to attend all school-related meetings designated by the principal and/or cooperating teacher.
4. Student teachers should expect to devote adequate time to lesson planning and participation in school and community activities. Student teachers should be allotted a reasonable amount...
of time during the school day to prepare instructional materials, prepare for conferences with the cooperating teacher, and become familiar with various aspects of the schools’ programs and services.

5. Accept supervision, conferences and seminar participation as opportunities for educational growth and professional development.

6. Student teachers are not permitted to be enrolled in additional course-work or hold jobs outside of student teaching.

7. Communicate freely with your cooperating teacher regarding teaching problems and improved techniques. Hold frequent conferences with the cooperating teacher.

8. Present to the cooperating teacher in advance, satisfactory evidence of lesson preparation. The form and length of lesson plans vary according to the cooperating teacher’s preferences but written plans must be prepared before each lesson. Lesson plans should be maintained in a file folder for review by college supervising teachers.

9. Attend scheduled college student teaching seminars during the professional term.

SITE SELECTION/STUDENT TEACHING ASSIGNMENTS

Each candidate for student teaching is responsible for filing an application at least one year prior to the student teaching semester under the supervision and guidance of a highly qualified music educator, education resident supervisor, and music education supervisor. The Music Education Student Teaching Coordinator and the prospective student teachers, with input from principal teachers and conductors, discuss and recommend appropriate site placements. Student teaching sites are selected to provide the best musical and professional development for the student teacher rather than convenience or preference. MEET WITH DR. LAPKA WHEN YOU FILL OUT YOUR STUDENT TEACHING PAPERWORK.

Student teachers will teach in the region designated by the Western Illinois University School of Music. Sites will be chosen by the School of Music and will be coordinated with the College of Education. Supervision will be accomplished through College of Education resident supervisors and School of Music personnel. Music students will discuss site selection with music department personnel and, in general, will be assigned to the following areas:

- REGION A: Chicago Suburbs (North, West and South)
- REGION B: Chicago Public Schools (City of Chicago)
- REGION C: Quad Cities (including Bettendorf/Davenport IA)
- REGION D: Western/Central Illinois (Camp Point, Canton, Quincy, Peoria, Macomb)

SUPERVISION AND EVALUATION

RESPONSIBILITIES OF PERSONNEL

The purpose of student teaching is to provide the student teacher with opportunities to develop competence in classroom teaching. Success is dependent upon the cooperative efforts of several individuals. The interactive roles of the student teacher, cooperating teacher and music education supervisor are of primary importance, followed by the role of the individual school administration, superintendent of schools, coordinator of student teaching assignments, and director of student teachers.

Site selection is arranged by the Music Department in cooperation with the local district. The music department student teaching liaison will meet with potential student teachers and discuss site selection. The liaison will then contact potential cooperating teachers to obtain their agreement to accept the student teacher and follow up with paperwork to the College of Education.

COOPERATING TEACHERS

Certified teachers in school districts are selected as cooperating teachers on the basis of their teaching competence. The cooperating teacher has the most direct influence on the daily learning and teaching activities of the student teacher. The cooperating teacher as teaching model and mentor assesses the student teacher’s professional growth through a final evaluation process.
MUSIC EDUCATION SUPERVISORS

The Music Education faculty at Western Illinois University endeavors to provide support and continued assistance for the professional development of music education student teachers. Music education supervisors provide feedback to student teachers through observations, individual contacts, and seminars. They also maintain professional liaison with coordinating teachers and resident supervisors to facilitate an effective learning environment for the student teacher.

FIELD SUPERVISORS

The College of Education will assign field supervisors to sites selected by the music department liaison. Each supervisor will visit each teacher 3-4 times per semester and evaluate the student teacher. Included in the final evaluation is a written evaluation of the student. Students will receive regular feedback with constructive criticisms from field supervisors.

SEMINARS

Seminars are held on campus during student teaching. They are designed to provide a forum for discussing issues and topics related to teaching music in classroom and rehearsal settings. Most sessions will have a specific topic scheduled along with assignments such as articles to read or materials to prepare. (2 seminars during student teaching)

GRADUATION

Application for graduation should be processed a year before the anticipated date of completion of all requirements. Careful perusal of the WARD report (Western’s Audit of the Requirements for the Degree) will ensure timely completion of requirements.

CERTIFICATION

An application for Certification should be completed during student teaching. Processing of the completed application, transcript, and fee should be done through the Regional Superintendent’s Office after your degree has been posted.

PLACEMENT

REGISTRATION WITH OFFICE OF OCCUPATIONAL INFORMATION AND PLACEMENT

All seniors should register with the Office of Educational Information and Placement. Services available through this office include placement meetings; bulletins; aid in writing vita, resumes, and applications; and interviewing tips.

INTERVIEW PREPARATION

Students are encouraged to prepare for formalized interviews through mock interviews with peers and music faculty.

RESUME AND COVER LETTERS

Common Resume Headings

- Identifying Information
- Career Objective
- Education
- Experience
- Affiliations
- Skills
- Project Experience
- Community Service
- Honors
- Intercollegiate Athletics
- References

Cover letters (letters of application) should accompany your resume and job application. You will find that each school district has their own application process. However, it is important to write a letter that explains some basic concepts and ideas to the potential employer.
What type of job/position are you seeking?
How did you find out about the job/position opening?
What qualifies you for the job/position that you are inquiring about?
When are you available for a personal interview?

more information at [http://www.student.services.wiu.edu/careers/resume/application.asp](http://www.student.services.wiu.edu/careers/resume/application.asp)

RECOMMENDATIONS/REFERENCES

Before completing coursework, it is highly recommended students contact faculty members who are familiar with their abilities to write positive letters of recommendation. Such letters can be filed with the placement office in your current file. Please give letter writers at least 2 weeks notice.

If you are using a person on your resume/vita as a reference, you should obtain their approval in advance. References usually field phone calls from your perspective employer. Writing a letter of support and acting as a reference can be two separate actions. However, you might find it important to have letters of recommendation from key references.

REMEDIATION PLAN

Teacher Education Candidates who do not pass the state content test are required to work with the School of Music in meeting a remediation plan developed by the School of Music. The School of Music will develop this plan in consultation with the teacher candidate upon review of the candidate’s performance on the appropriate required state content knowledge exam(s).

The School of Music Student Teaching Coordinator will:

- Meet with the candidate to discuss the content exam, exam results, and other information that may assist the school’s faculty or staff in developing an individual remediation plan.
- Review candidate’s scores on the subarea(s) of the content exam.
- Consider what resources would be useful in studying the content represented by those objectives and exam subarea(s). Such resources might be course texts, curriculum guides, course lecture notes, assignments, supporting texts, supplemental materials, human resources. etc.
- Have the candidate take the Practice Test in the study guide.
- School faculty or staff members will review the test question, answers, and will offer appropriate assistance to help the candidate in understanding the relevant content, concepts, vocabulary, etc.

In addition, the coordinator may recommend:

- Working with an individual faculty or staff member as an independent study on specific concepts or areas of weakness.
- The candidate to take or retake courses that will enhance his or her understanding of the concepts, knowledge, or objectives.
- Readings, provide study materials, etc. the candidate should use to prepare for a retake of the exam.

If a candidate waives remediation or fails to meet the specific remediation plan developed (i.e., take course or work with faculty member), the school will not support the candidate’s appeal to student teach without having passed the appropriate content exam.
## Grading Rubrics for Reflective Paper #1

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching as a career</strong></td>
<td>Failed to specify sufficient or relevant reason(s) for selecting teaching as a career.</td>
<td>Clearly specified and discussed sufficient and relevant reason(s) for selecting teaching as a career.</td>
<td>Contained a well-defined and in-depth discussion of reason(s) for selecting teaching as a career.</td>
</tr>
<tr>
<td><strong>Examples (1-2) of experiences working with children</strong></td>
<td>Failed to provide specific or appropriate example(s) of working with students/children and/or an adequate discussion of what was learned about teaching and learning from the experience(s).</td>
<td>Provided appropriate and sufficient example(s) of working with students/children and an adequate discussion of what was learned about teaching and learning from the experience(s).</td>
<td>Provided highly relevant example(s) of experiences working with students/children and an insightful discussion of what was learned about teaching and learning from the experience(s).</td>
</tr>
<tr>
<td><strong>Dispositions – indicators needing improvement</strong></td>
<td>Failed to identify and/or discuss at least one indicator for EACH of the 8 TEP dispositions.</td>
<td>Identified and adequately discussed at least one indicator for EACH of the 8 TEP dispositions.</td>
<td>Provided a detailed and thoughtful discussion of at least one indicator for EACH of the 8 TEP dispositions.</td>
</tr>
<tr>
<td><strong>Improvement plan for dispositions</strong></td>
<td>Failed to describe an adequate or relevant plan to improve upon the identified areas for EACH of the 8 TEP dispositions.</td>
<td>Described a clear and appropriate plan to improve upon the identified areas for EACH of the 8 TEP dispositions.</td>
<td>Described a detailed and thoughtful plan to improve upon the identified areas for EACH of the 8 TEP dispositions.</td>
</tr>
<tr>
<td><strong>Organization of content</strong></td>
<td>Content lacks logical organization and is difficult to follow.</td>
<td>Content is sufficiently organized, cohesive, and coherent within each section.</td>
<td>Content is well organized, cohesive, and coherent throughout the paper.</td>
</tr>
<tr>
<td><strong>Spelling, grammar, sentence structure, and writing mechanics</strong></td>
<td>Paper is not written well; it contains excessive errors in spelling, punctuation, and/or grammar. Common errors include incomplete sentences, sentence fragments, run-on sentences, comma splices, noun/pronoun disagreement, incorrect word forms, etc.</td>
<td>Paper is written well; it contains appropriate paragraphing, complete sentences, and no or few errors in spelling, punctuation, or grammar.</td>
<td>Paper is exceptionally well written; it contains no mechanical, spelling, or grammatical errors and includes a variety of sentence structures.</td>
</tr>
</tbody>
</table>
# Grading Rubric for Reflective Paper #2

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IPTS Standards</strong></td>
<td>Failed to provide a sufficient and relevant discussion that reflects an understanding and application of EACH of the 11 IPTS standards as used during student teaching.</td>
<td>Provided a sufficient and relevant discussion that reflects an understanding and application of EACH of the 11 IPTS standards as used during student teaching.</td>
<td>Provided a detailed and thoughtful discussion that reflects an understanding and application of EACH of the 11 IPTS standards as used during student teaching.</td>
</tr>
<tr>
<td><strong>TEP Dispositions</strong></td>
<td>Failed to provide a sufficient and relevant discussion that reflects an understanding and application of EACH of the 8 TEP dispositions during student teaching.</td>
<td>Provided a sufficient and relevant discussion that reflects an understanding and application of EACH of the 8 TEP dispositions during student teaching.</td>
<td>Provided a detailed and thoughtful discussion that reflects an understanding and application of EACH of the 8 TEP dispositions during student teaching.</td>
</tr>
<tr>
<td><strong>Strengths as a teacher</strong></td>
<td>Candidate failed to identify and adequately reflect upon his/her strengths as a teacher based on the IPTS, WIU TEP dispositions, and student teaching experience.</td>
<td>Candidate identified and adequately reflected upon his/her strengths as a teacher based on the IPTS, WIU TEP dispositions, and student teaching experience.</td>
<td>Candidate thoughtfully and fully reflected upon his/her strengths as a teacher based on the IPTS, WIU TEP dispositions, and student teaching experience.</td>
</tr>
<tr>
<td><strong>Weaknesses as a teacher</strong></td>
<td>Candidate failed to identify and adequately reflect upon his/her weaknesses as a teacher based on the IPTS, WIU TEP dispositions, and student teaching experience.</td>
<td>Candidate identified and adequately reflected upon his/her weaknesses as a teacher based on the IPTS, WIU TEP dispositions, and student teaching experience.</td>
<td>Candidate thoughtfully and fully reflected upon his/her weaknesses as a teacher based on the IPTS, WIU TEP dispositions, and student teaching experience.</td>
</tr>
<tr>
<td><strong>Organization of content</strong></td>
<td>Content lacks logical organization and is difficult to follow.</td>
<td>Content is sufficiently organized, cohesive, and coherent within each section.</td>
<td>Content is well organized, cohesive, and coherent throughout the paper.</td>
</tr>
<tr>
<td><strong>Spelling, grammar, sentence structure, and writing mechanics</strong></td>
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