



Aaron Copland School of Music

# STUDENT TEACHING HANDBOOK

A GUIDE FOR STUDENT TEACHERS

AND THEIR COOPERATING  
PROFESSIONALS

Revised 2022

**Student Teaching Handbook**  
**Aaron Copland School of Music**  
**Queens College - City University of New York**

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**Music Education Faculty of Queens College**

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Student teachers in music are officially certified through the Queens College Division of Education. The following website provides access to the Education Unit's Mission and Vision Statements, principles for teacher preparation, core values and other pertinent information.

<https://www.qc.cuny.edu/academics/se/about/>

# Handbook for Student Teachers of Music

## Introduction

This Handbook provides the Student Teacher (ST), the Cooperating teacher (CT) from the public or private school, the College Supervising faculty (CS), other college faculty members and administrative personnel with a description of:

1. The nature and purpose of the observation and student teaching program of the Aaron Copland School of Music (ACSM) at Queens College/CUNY;
2. The responsibilities of the student teachers to their assigned schools and the ACSM;
3. Those areas in which the Cooperating Teacher (CT) and other members of the school district can provide effective guidance and leadership; and
4. Expectations of student teachers at their assigned schools and Queens College.

Questions about any aspect of the student teaching in music program may be addressed to:

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Coordinator of Music Education  
Aaron Copland School of Music  
Queens College, City University of New York  
65-30 Kissena Blvd.  
Flushing, NY 11367

(Office) 718-997-3800  
*susan.davis@qc.cuny.edu*

Other messages can be left at the School of Music Office 718-997-3800

## Overview of Student Teaching

### I. General Information

Students enrolled in the Queens College Music Education Student Teaching Program are either: (1) undergraduates in the BA in Music Education program, or (2) graduate students who already have earned one or more degrees in music and wish to obtain New York State Initial Teacher Certification.

Permission for student teaching is given to those students who have been approved by the Music Education faculty as satisfactory in musical knowledge and skills, and by the Queens College Division of Education for work in their professional sequence. All students have satisfactory medical and tuberculin tests and have been fingerprinted.

Since the teacher education program at Queens College is officially approved by the New York State Department of Education, students who complete the program with a satisfactory grade in student teaching will meet the academic requirements for recommendation for Initial Certification in New York State.

## II. College Regulations

- A. Students are **required** to spend the entire teaching day with their cooperating teachers in an assigned school every school day for a minimum of 14 weeks. NYSED enacted this new policy starting with Fall 2022 that student teaching must be **“full-time.”** It is **recommended** that placements are fulfilled at the following two grade levels: Elementary (Pre-K – 6) and Secondary (6 – 12). In certain circumstances, an extended fourteen-week student teaching experience in a middle school (6<sup>th</sup> – 8<sup>th</sup> grades) site will fulfill both grade level requirements.
- B. The student teacher is to follow the calendar of the public/private school where they are assigned. The **ONLY** excused absences are for illness, family emergency/tragedy in the student teacher’s immediate family, or necessary quarantine required by COVID-19 exposure. IF this occurs, the student teacher is required to **notify BOTH** the Cooperating Teacher prior to the start of that school day and the College Supervisor within 24 hours.
- C. The student teacher’s total placement must be full-time for a minimum of 14 weeks (music is typically fulfilled by two 7-week placements. Hours will be uploaded to Anthology. This supervised instructional experience is to include such activities as:
1. Actual classroom teaching with pre- and post-teaching conferences with the cooperating teacher. This includes ensemble rehearsals, sectionals, general music classes, etc. that the student teacher creates plans for and then teaches.
  2. Working with groups of students under the teacher’s direction, where the teacher creates the plans and helps the student teacher execute them.
  3. Working with extra-curricular programs.
  4. Attending faculty meetings and/or parent/teacher conferences.
  5. Developing curriculum and materials for hybrid or remote teaching.

## III. Experiences in the Classroom

Each student teacher is assigned a professional music educator in a school who is designated the Cooperating Teacher (CT). This teacher is responsible for the student teacher and their supervision during the school day. A typical day for a student teacher should include teaching two or three classes, observing the cooperating teacher teaching another class, conferencing and planning with the CT and other activities related to teaching. **The CT and ST are to prepare a written sequential plan for the duration of the student teaching assignment during the first week of student teaching. See Appendix A for a Model Sequential Teaching Plan.** This plan **MUST** be submitted to the Student Teaching Seminar Instructor and the College Supervisor not later than the second week of classes. It **MUST** be completed again for the second placement and submitted to the ST Seminar Instructor and the College Supervisor not later than the eighth week of classes. For students assigned to a middle school (grades 6-8) for the entire semester, the plan should span the entire 14-week period. n.b. There may be the need to adjust the schedule due to the pandemic. Please remain in communication with your seminar professor and college supervisor about notable schedule changes.

**IMPORTANT:** Although the edTPA is no longer required as a licensure exam, student teachers are still required to **videorecord classes** for clinical reflection and coursework. If a host school does not have “blanket permission” for videorecording of students, consent forms for all students in the selected class will need to be acquired as quickly as possible at the start of the semester.

## IV. Supervision\*\*\*

Supervision of student teachers is a mutual responsibility of the Cooperating Teacher and the College Supervisor. The College Supervisor will do four formal observations - two at each

placement site (or 4 in the case of a single placement site). The College Supervisor will confer with both the Student Teacher and the Cooperating Teacher separately and together to discuss the ST's progress. The College Supervisor will be available for additional conferences with either party if special problems develop.

**\*\*\* For Fall 2022, most supervision is being handled via remote observation. \*\*\***

STs will be required to upload videos of their formal observations to GoReact and the college supervisor will use that platform to provide targeted feedback to the ST within one week of the observation. The ST and CS should also hold a post-observation meeting to discuss the outcome of the observation. Formal observations may be done synchronously or asynchronously.

## V. Role of the Cooperating Teacher

The Cooperating Teacher is an excellent teacher who is a reflective practitioner. They will mentor a student teacher on a day-to-day basis. It is to be expected that cooperating teachers and college supervisors will emphasize differing aspects of teaching practice.

## VI. Evaluation

The cooperating teacher will complete an evaluation form **every four weeks** as a record of the student teacher's progress during the semester. The College Supervisor will complete an evaluation form following each visit. These forms serve as progress reports for the final evaluation. The College Supervisor consults with the cooperating teachers in arriving at a final grade for the student teacher. College regulations stipulate that the College Supervisor is responsible for recommending the final grade to the Seminar Instructor who submits the grades. Clinical evaluations will all be submitted via Forms and/or Anthology ePortfolio. If CTs and CSs do not receive login information and access to Anthology by week 7, please reach out to Dr. Davis.

## VII. Tuition Waiver

The Cooperating Teacher assigned with the primary responsibility for supervising a student teacher will be issued a waiver of tuition for one 3-credit course at any CUNY school. This waiver may be used in the following semester or within the next three academic sessions (i.e. within one calendar year including summer session). When a student teacher is assigned to two distinct cooperating teachers on two different grade levels, each cooperating teacher is entitled to a waiver. A Tuition Waiver Request form is e-mailed to the Cooperating Teacher approximately mid-semester. Additional Information is available from the Field Placement Office for the Division of Education, <https://www.qc.cuny.edu/academics/se/field-placement/>. Waivers may not be transferred or sold.

## Student Teaching in Music

In the fall or spring semester, with the approval of the local school system and the college, the Student Teacher will teach **full-time** for a **minimum** of fourteen weeks. Most student teachers should be prepared to complete 30-40 hours per week. If, during the preceding semester, the ST has been observing at the site where they have been placed to student teach, then the ST should be ready to begin supervised practice teaching almost immediately.

As of Fall 2022, New York State guidelines call for student teachers to be in the field **full-time** for a **minimum** of fourteen weeks evenly split between elementary (PreK - 6) and secondary (6 - 12) experiences. Secondary experiences can mean either middle/junior high school or senior high school.

Because the Queens College program faculty realize that student teaching in music necessitates participation in unique musical activities (concerts, festivals, trips, musicals, parades), we strongly suggest that, to maximize the experience with a master teacher, our student teachers aim for a target total of 480 – 500 hours evenly split between the two levels. This would be 250 hours at each level. 6 hours per day x 5 days per week = 30 hours per week x 16 weeks = 480 hours. Students who do the bare minimum may be given less than stellar letters of recommendations. Student teaching is to be a full-time experience.

Music student teachers are encouraged to commit themselves fully to the student teaching experience. Neither college courses nor outside work may interfere with meeting the minimum hours required by New York State. Student teachers may not take more than one course plus an assigned major ensemble without the permission of their music education faculty advisor.

## Responsibilities of the Student Teacher

Student teachers will:

1. Report to their assigned schools **on time** for each assignment.
2. Design, with each Cooperating Teacher, a **sequential plan** for teaching and submit it to the Seminar Instructor and his/her College Supervisor by the second week of the semester, and by the second week of the second placement.
3. Observe only those holidays that the school district provides and NOT those on the Queens College schedule.
4. Be in assigned schools as an observer and instructor **full-time** for a **minimum** of fourteen weeks. (See p. 2 Experiences in the Classroom for a suggested division of instruction vs. observation time.)
5. Provide the College Supervisor with the student teacher's phone number and email address, the email addresses and phone number of all cooperating teachers, and a schedule of classes for their assigned schools. A form for this information is provided on page 15 of this booklet.
6. Introduce themselves to their College Supervisor by making the initial contact with their College Supervisor to get acquainted and then later to arrange an observation. It is the responsibility of the student teacher, *NOT the College Supervisor*, to initiate these contacts.
7. Be totally familiar with all requirements for licensure in New York State prior to student teaching, and must complete and submit (via Anthology) test results for the Music CST and EAS exam, as well as certificates for all NYSED-required workshops.
8. Prior to each formal observation (minimum 24-48 hours), a lesson plan must be submitted to the Cooperating Teacher and the College Supervisor. Supervisors may refuse to conduct the observation if an advanced copy of the lesson plan is not provided. For Fall 2022, observations will be uploaded to GoReact for the supervisor to view.
9. Contact the Cooperating Teacher and the school **prior to the start of the school day** if you are ill or unable to report for teaching. \*\*\* STs will not be penalized for having to miss days due to COVID-19 or necessary quarantine. \*\*\*
10. Notify the College Supervisor, Seminar Instructor and Coordinator of Student Teaching immediately of any problems that arise.

11. Be actively involved in the life of the music department and school to which they have been assigned.
12. Maintain professional relationships between themselves, their students, and the school faculty.
13. Maintain a professional appearance that meets **or exceeds** the dress code of the teaching faculty in a school setting. This includes neat and appropriately fitted clothing that allows for movement in both rehearsals and the general music classroom. Nothing about your appearance should distract the students from their learning.
14. Participate actively in the required weekly Student Teaching Seminar offered via Zoom for Fall 2022 (MUS 369/644) – T 4:40-6:30 pm.

**In addition, student teachers should:**

1. Maintain membership in NAFME (national), NYSSMA (state) and local chapters of professional organizations (MEANYC, NMEA, SCMEA).
2. Attend professional conferences and workshops during the semester, summer and the following year.
3. Maintain proficiency on their instruments or voice by participating in performing groups as scheduling permits.
4. Register for and pass the required New York State Certification Examinations (NYSTCE):
  - a. EAS (Educating All Students test)
  - b. CST (Content Specialty Test - Music)
5. Complete the following required non-credit NYS seminars that are offered 2 -3 times per semester by the QC Continuing Education Dept. (Kiely Hall 111; 718-997-5700)
  - a. Child Abuse Seminar (available online at [www.childabuseworkshop.com](http://www.childabuseworkshop.com))
  - b. School Violence Seminar (available online at [www.violenceworkshop.com](http://www.violenceworkshop.com))
  - c. Dignity for All Students Act Seminar (DASA) – Harassment, Bullying, and Discrimination Prevention and Intervention seminar
6. Complete all necessary medical or physical examinations prior to student teaching.
7. Fingerprint Requirement: If not completed for prior courses, obtain a fingerprint packet from the NYS Education Department (518-473-2998 or online) and complete fingerprinting at a local police precinct, BOCES or the College (as available). Results must be reported to BOTH the State and NYC (if student teaching in the City). This must be done PRIOR TO student teaching.
8. Complete any necessary online training for the New York State Application for certification in conjunction with the Teacher Certification Office, Powdermaker 137. Refer to materials available here: <https://www.qc.cuny.edu/academics/se/teacher-certification-office/>.
9. Begin the search for a teaching position.
10. Apply for the College Recommendation Letter via Anthology.

## Responsibilities of the Cooperating Teacher

The Cooperating Teacher accepts the responsibility of selecting and guiding the experiences of the student teacher.

Specifically, the CT will:

1. Design, with the Student Teacher, a **written sequential plan** for the placement. [See Appendix A for sample.]
2. Facilitate regular and frequent teaching experiences for the ST.
3. Facilitate the observation of appropriate classes taught by teachers **other than** the CT.
4. Introduce the Student Teacher to the administration and other members of the faculty and staff at the school.
5. Inform the Coordinator of Student Teaching (Dr. Davis, susan.davis@qc.cuny.edu), the Seminar Instructor, and the assigned College Supervisor if the Student Teacher is chronically late or absent, demonstrates poor teaching ability, or is generally unprofessional in attitude or behavior.
6. Provide ample opportunities for the Student Teacher to interact with children in small groups (i.e. instrumental lessons; small group activities, clubs, etc.) and large groups.
7. Assist the Student Teacher in preparation and execution of the clinical requirements for NYSED. This includes gaining permission for the children to be videorecorded for the sole purpose of clinical reflection and formal observations. The ST will provide appropriate video equipment. Requisite information concerning this activity will also be provided by the ST.
8. Be encouraged to assign the Student Teacher the responsibility of preparing a piece for performance *as appropriate* (even though the performance date may be in May or June).
9. Introduce the Student Teacher to the administrative and other non-musical aspects of a music educator's responsibility such as clerical duties (attendance procedures, recording of grades), home room responsibilities, professional ethics, fundraising, and support groups such as PTA and Music parent groups.
10. Introduce the Student Teacher to non-teaching responsibilities related to the music program such as ordering equipment and supplies, rental and repair of musical instruments, and music library maintenance.
11. Together with the college, keep the Student Teacher apprised of professional organization meetings, festivals, clinics, etc.
12. Help the Student Teacher keep a log of professional literature and teaching materials used or recommended by the cooperating teacher.
13. Hold pre- and post-teaching conferences with the Student Teacher. Pre-teaching conferences should include talking through the ST's lesson plans, address any concerns the cooperating teacher has with the ST's plans and provide suggestions for improvement. The post-teaching conference should address classroom management, spoken English, pacing, relationships with students, sequencing of instruction, etc. and any other concerns or questions.



14. Provide **weekly written comments** to the Student Teacher summarizing the week's informal conferences, strengths and concerns regarding the Student Teacher's teaching and professional activities, and making specific suggestion for improvement. (Bullet points are fine.)
15. Ask the Student Teacher to comment on model lessons taught by the CT.
16. Not place the Student Teacher in teaching situations unless a licensed teacher is physically present in the classroom or rehearsal space.
17. When possible, attend conferences between the ST and the College Supervisor.
18. Evaluate the Student Teacher according to criteria listed on the evaluation forms found later in this Handbook.
19. Write a letter of reference for the Student Teacher if willing to do so.
20. Complete a formal evaluation of the student teacher **every four weeks**. **ONE COPY MUST BE SENT TO THE SEMINAR INSTRUCTOR**. This can be emailed to Dr. Davis or completed via the Microsoft Form.

### **Responsibilities of the College Supervising Teacher**

The College Supervisor is a member of the ACSM full-time faculty, retired faculty, or adjunct faculty who assesses the Student Teacher and is primarily responsible for the supervision of that Student Teacher. Specifically, the College Supervisor will:

1. Collect a copy of the ST's Class Schedule and the Sequential Teaching Plan from the Student Teacher. [See Appendix A for a model.]
2. Observe the Student Teacher in a minimum of four teaching situations spread throughout the course of the semester – twice at each placement, corresponding roughly to every three - four weeks. Observation settings should vary (i.e., lesson groups, general music, large ensemble rehearsals). Since all observations are remote for Fall 2022, the CS may request some shorter teaching episodes to view outside of a formal observation.
3. Hold a conference with the Student Teacher immediately following each formal observation and invite the CT to attend that conference, as necessary.
4. Make specific recommendations to enhance lesson planning and presentation, classroom management skills, appropriateness of teaching materials, spoken English, etc.
5. Provide the Student Teacher **and the Seminar Instructor** with a written evaluation of the lesson including specific recommendations for improvement **within one week of the observation**. This can optionally be completed via a Microsoft Form.
6. Confer with the CT as necessary to assess the ST's overall teaching effectiveness and promise as an educator.
7. Arrive at a recommended grade in conjunction with the CT that includes the criteria contained on the observation evaluation forms and other pertinent criteria, and includes an assessment of potential success as a teacher.
8. Write a letter of reference for the Student Teacher, if willing.

**The Aaron Copland School of Music ♦ Queens College**  
 Student Teacher Evaluation Form: GENERAL MUSIC

Student: \_\_\_\_\_ Observation No.: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_  
 Class (e.g. 6<sup>th</sup> gr.GM) \_\_\_\_\_ Supervising Teacher: \_\_\_\_\_

**EVALUATION RUBRIC:**  
**1 = Needs Improvement:** Candidate does not meet minimum program criteria.  
**2 = Emerging Competence:** Candidate is progressing toward meeting program criteria.  
**3 = Acceptable:** Candidate meets program criteria with competency and with minimal support.  
**4 = Proficient:** Candidate meets program criteria with competence consistently and independently.  
**5 = Exemplary:** Candidate exceeds program expectations (rating is used rarely; should be considered A+ work).  
**n/a = Not Applicable:** Candidate was not assessed/observed. **If this should have happened and did not - use 1**

**[DO NOT LEAVE ANY CATEGORY UNCHECKED; DO NOT GIVE MULTIPLE RATINGS IN ANY CATEGORY]**

**I. Planning and Teaching**

	1	2	3	4	5	n/a
1. Equipment, materials, chalkboard are prepared before lesson begins						
2. Formal written lesson plan, including appropriate instructional objectives and assessments based on relevant educational research and/or theory						
3. Plans instruction toward individual student needs						
4. Makes accommodations and/or modifications for students with exceptionalities						
5. Implements techniques for assisting English language learners						
6. Addresses needs of students from diverse populations						
7. Addresses students' individual learning styles						
8. Exhibits strategies for helping students to develop appropriate personal and social behaviors creating an environment of respect and rapport						
9. Demonstrates knowledge of appropriate materials and teaching strategies						
10. Lesson unfolds with a clear sense of direction						
11. Uses questioning and discussion techniques to promote higher order thinking skills						
12. Plans for student discussion, involvement, music-making, and success						
13. Majority of class time involves music activities (listening, performing, creating)						
14. Makes appropriate cross curricular connections to the Common Core Learning Standards						
15. Teaches and assesses use of appropriate academic language						

	1	2	3	4	5	n/a
16. Uses problem-solving and/or constructivist approaches						
17. Concentrates on development of aural skills and understanding						
18. Lesson has a sense of flow; pacing						
19. Avoids excessive talking/lecture						
20. Shows ability to motivate students						
21. Competent with keyboard skills/instrumental demonstration						
22. Effective use of speaking voice						
23. Appropriate use of singing voice						
24. Attempts to assess effectiveness of the lesson/instruction						

## II. Personal/Professional Characteristics

	1	2	3	4	5	n/a
25. Exhibits effective leadership in the classroom, including a positive approach to classroom management						
26. Is appropriate in personal appearance						
27. Shows maturity, poise and emotional stability						
28. Maintains a professional relationship with students, faculty and parents						
29. Uses appropriate language (avoids slang)						
30. Is receptive to constructive criticism						
31. Is capable of self-criticism and demonstrates self-improvement						
32. Shows enthusiasm for the teaching profession						

**To the College Supervisor:** Please add additional comments/reflections in the form of a narrative or outline below. Email the form as an attached document to Prof. Susan Davis: susan.davis@qc.cuny.edu (or current Seminar Instructor). A copy will be kept on file. Send one copy to the student within a week of the observation and keep a copy for yourself. MS Word formatting is preferred, but a pdf is also acceptable.

**To the Student:** This observation form is NOT a part of your academic record. However, the data above will be entered into Anthology for use by the Education Unit reporting for CAEP national accreditation. Submit a copy of the form on Anthology for MUS 369 (Undergraduates) or MUS 644 (Advanced Certificate students) as soon as it is received from your College Supervisor. DO NOT submit forms that are filled out by your CT.

**COMMENTS:**

**The Aaron Copland School of Music ♦ Queens College**  
 Student Teacher Evaluation Form: CHORAL ENSEMBLE or LESSONS

Student: \_\_\_\_\_ Observation No.: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_  
 Class (e.g. 6<sup>th</sup> gr.GM) \_\_\_\_\_ Supervising Teacher: \_\_\_\_\_

<b>EVALUATION RUBRIC:</b> <b>1 = Needs Improvement:</b> Candidate does not meet minimum program criteria. <b>2 = Emerging Competence:</b> Candidate is progressing toward meeting program criteria. <b>3 = Acceptable:</b> Candidate meets program criteria with competency and with minimal support. <b>4 = Proficient:</b> Candidate meets program criteria with competence consistently and independently. <b>5 = Exemplary:</b> Candidate exceeds program expectations (rating is used rarely; should be considered A+ work). <b>n/a = Not Applicable:</b> Candidate was not assessed/observed. <b>If this should have happened and did not - use 1</b>
---

**[DO NOT LEAVE ANY CATEGORY UNCHECKED; DO NOT GIVE MULTIPLE RATINGS IN ANY CATEGORY]**

**I. Planning**

	1	2	3	4	5	n/a
1. Prepares scores and/or other lesson materials in advance						
2. Formal written lesson plan, including appropriate instructional objectives and assessments based on relevant educational research and/or theory						
3. Plans instruction toward individual student needs						
4. Plans accommodations and/or modifications for students with exceptionalities						
5. Plans techniques for assisting English language learners.						
6. Addresses needs of students from diverse populations						
7. Addresses students' individual learning styles						
8. Makes appropriate cross-curricular connections to the Common Core State Standards						

**II. Rehearsing/Lesson Instruction**

	1	2	3	4	5	n/a
9. Begins rehearsal/lesson with appropriate warm-up						
10. Links new material to prior academic learning and student backgrounds						
11. Exhibits strategies for helping students develop appropriate personal and social behaviors creating an environment of respect and rapport						
12. Demonstrates appropriate use of technology as applicable						
13. Uses questioning and/or discussion techniques to promote contextual understandings (higher order thinking skills)						
14. Teaches or reinforces academic language (music or ELA related)						
15. Assesses student use of academic language (formal or informal)						
16. Exhibits technical knowledge of the voice (including posture, breath, phonation, resonance, registration, diction, etc.)						
17. Provides appropriate vocal models						
18. Detects, analyzes and corrects student performance problems						
19. Pursues sensitive music-making (style, phrasing, dynamics, etc.)						

	1	2	3	4	5	n/a
20. Provides opportunity for self-expression and creativity (e.g. Improvisation, etc.)						
21. Effective use of speaking voice (clarity and pacing)						
22. Establishes effective working rapport with ensemble/lesson students						
23. Adapts instruction to individual student needs (i.e., special learners, English language learners and students from diverse populations)						
24. Encourages peer assessment and student self-assessment						
25. Provides supportive assessment of students' efforts						
26. Meets planned objectives of rehearsal or lesson						
27. Exhibits an overall efficiency in rehearsing or teaching						

### III. Conducting

	1	2	3	4	5	n/a
28. Utilizes appropriate conducting patterns and gestures for this specific setting						
29. Shows effective/efficient use of left hand (cues, releases, dynamics)						
30. Has good eye contact (head out of score) and appropriate facial expressions						
31. Maintains appropriate tempi, style, etc.						
32. Executes with skill conducting problems (ritard., accelerando, fermatas, etc.)						

### IV. Personal/Professional Characteristics

	1	2	3	4	5	n/a
33. Exhibits effective leadership in the classroom, including a positive approach to classroom management						
34. Is appropriate in personal appearance						
35. Shows maturity, poise, emotional stability						
36. Maintains professional relationship with students, faculty and parents						
37. Uses appropriate language (avoids slang)						
38. Is receptive to constructive criticism						
39. Is capable of self-criticism/works at self-improvement						
40. Shows enthusiasm for the teaching profession						

**To the College Supervisor:** Please add additional comments/reflections in the form of a narrative or outline below. Email the form as an attached document to Prof. Susan Davis [susan.davis@qc.cuny.edu](mailto:susan.davis@qc.cuny.edu) (or current Seminar Instructor). A copy will be kept on file. Send one copy to the student within a week of the observation and keep a copy for yourself. MS Word formatting is preferred, but a pdf is also acceptable.

**To the Student:** This observation form is NOT a part of your academic record. However, the data above will be entered into Anthology for use by the Education Unit reporting for CAEP national accreditation. Submit a copy of the form on Anthology for MUS 369 (Undergraduates) or MUS 644 (Advanced Certificate students) as soon as it is received from your College Supervisor. DO NOT submit forms that are filled out by your CT.

**COMMENTS:**

**The Aaron Copland School of Music ♦ Queens College**  
 Student Teacher Evaluation Form: INSTRUMENTAL ENSEMBLE or LESSONS

Student: \_\_\_\_\_ Observation No.: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_  
 Class (e.g. 6<sup>th</sup> gr.GM) \_\_\_\_\_ Supervising Teacher: \_\_\_\_\_

<b>EVALUATION RUBRIC:</b> <b>1 = Needs Improvement:</b> Candidate does not meet minimum program criteria. <b>2 = Emerging Competence:</b> Candidate is progressing toward meeting program criteria. <b>3 = Acceptable:</b> Candidate meets program criteria with competency and with minimal support. <b>4 = Proficient:</b> Candidate meets program criteria with competence consistently and independently. <b>5 = Exemplary:</b> Candidate exceeds program expectations (rating is used rarely; should be considered A+ work). <b>n/a = Not Applicable:</b> Candidate was not assessed/observed. <b>If this should have happened and did not - use 1</b>
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**[DO NOT LEAVE ANY CATEGORY UNCHECKED; DO NOT GIVE MULTIPLE RATINGS IN ANY CATEGORY]**

**I. Planning**

	1	2	3	4	5	n/a
1. Prepares scores and/or other lesson materials in advance						
2. Formal written lesson plan, including appropriate instructional objectives and assessments based on relevant educational research and/or theory						
3. Plans instruction toward individual student needs						
4. Plans accommodations and/or modifications for students with exceptionalities						
5. Plans techniques for assisting English language learners						
6. Addresses needs of students from diverse populations						
7. Addresses students' individual learning styles						
8. Makes appropriate cross-curricular connections to the Common Core State Standards						

**II. Rehearsing/Lesson Instruction**

	1	2	3	4	5	n/a
9. Begins rehearsal/lesson with appropriate warm-up						
10. Links new material to prior academic learning and student backgrounds.						
11. Exhibits strategies for helping students develop appropriate personal and social behaviors creating an environment of respect and rapport						
12. Demonstrates appropriate use of technology as applicable						
13. Uses questioning and/or discussion techniques to promote contextual understandings (higher order thinking skills)						
14. Teaches or reinforces academic language (music or ELA related)						
15. Assesses student use of academic language (formal or informal)						
16. Exhibits technical knowledge of instruments (e.g. executive skills, fingering, etc.)						
17. Provides appropriate instrumental models						
18. Detects, analyzes and corrects student performance problems						

	1	2	3	4	5	n/a
19. Pursues sensitive music-making (style, phrasing, dynamics, etc.)						
20. Provides opportunities for self-expression and creativity (e.g. Improvisation etc.)						
21. Provides musical models via use of singing voice or performance instrument						
22. Effective use of speaking voice (clarity and pacing)						
23. Displays ability to motivate students in a positive learning environment						
24. Establishes effective working rapport with ensemble/lesson students						
25. Adapts instruction to individual student needs (i.e., special learners, English language learners and students from diverse populations)						
26. Encourages peer and student self-assessment						
27. Meets planned objectives of rehearsal or lesson						
28. Exhibits an overall efficiency in rehearsing or teaching						

### III. Conducting

1 2 3 4 5 n/a

	1	2	3	4	5	n/a
29. Utilizes appropriate conducting patterns and gestures for this specific setting						
30. Shows effective/efficient use of left hand (cues, releases, dynamics)						
31. Has good eye contact (head out of score) and appropriate facial expressions						
32. Maintains appropriate tempi, style, etc.						
33. Executes with skill conducting problems (ritard, accelerando, fermatas, etc.)						

### IV. Personal/Professional Characteristics

1 2 3 4 5 n/a

	1	2	3	4	5	n/a
34. Exhibits effective leadership in the classroom, including a positive approach to classroom management						
35. Is appropriate in personal appearance						
36. Shows maturity, poise, emotional stability						
37. Maintains professional relationship with students, faculty and parents						
38. Uses appropriate language (avoids slang)						
39. Is receptive to constructive criticism						
40. Is capable of self-criticism/works at self-improvement						
41. Shows enthusiasm for the teaching profession						

**To the College Supervisor:** Please add additional comments/reflections in the form of a narrative or outline below. Email the form as an attached document to Prof. Susan Davis: susan.davis@qc.cuny.edu (or current Seminar Instructor). A copy will be kept on file. Send one copy to the student within a week of the observation and keep a copy for yourself. MS Word formatting is preferred, but a pdf is also acceptable.

**To the Student:** This observation form is NOT a part of your academic record. However, the data above will be entered into Anthology for use by the Education Unit reporting for CAEP national accreditation. Submit a copy of the form on Anthology for MUS 369 (Undergraduates) or MUS 644 (Advanced Certificate students) as soon as it is received from your College Supervisor. DO NOT submit forms that are filled out by your CT.

**COMMENTS:**







**COOPERATING TEACHER 4-WEEK OR 8-WEEK (Circle One)  
EVALUATION OF STUDENT TEACHER FORM**

**EVALUATION RUBRIC:**

N/A: Candidate was not assessed or not observed.

**1 = Needs Improvement:** Candidate does not meet minimum program criteria.

**2 = Emerging Competence:** Candidate is progressing toward meeting program criteria.

**3 = Acceptable:** Candidate meets program criteria with competency and with minimal support.

**4 = Proficient:** Candidate meets program criteria with competence consistently and independently.

**5 = Exemplary:** Candidate exceeds program expectations (rating is used rarely; should be considered A+ work).

\*\*\* This may be submitted via email or the Microsoft Form Dr. Davis will provide.

**Personal/Professional Characteristics**

	N/A	1	2	3	4	5
1. Exhibits effective leadership in the classroom						
2. Is appropriate in personal appearance						
3. Shows maturity, poise, emotional stability						
4. Maintains a professional relationship with students						
5. Uses appropriate language (avoids slang)						
6. Is receptive to constructive criticism						
7. Is capable of self-criticism/works at self-improvement						
8. Shows enthusiasm for the teaching profession						

Commendations/Recommendations:

**Planning**

	N/A	1	2	3	4	5
9. Learns scores/lesson materials in advance; has written plan						
10. Prepares appropriate instructional objectives for students						
11. Prepares efficient and effective rehearsal or teaching strategies						
12. Prepares appropriate instructional evaluation procedures						

Commendations/Recommendations:

**Conducting (if applicable)**

	N/A	1	2	3	4	5
13. Utilizes appropriate conducting patterns and gestures for this specific setting						
14. Shows effective/efficient use of "left" hand (cues, releases, dynamics)						
15. Has good eye contact (out of score) and appropriate facial expressions						
16. Maintains appropriate tempi/style/etc., within ability level of students						
17. Executes with skill conducting problems (ritardando, accelerando, fermatas)						

Commendations/Recommendations:

**Rehearsing/Lesson Instruction**

	N/A	1	2	3	4	5
18. Begins rehearsal with appropriate warm-up						
19. Displays effective classroom management skills						
20. Detects (aurally & visually) pupil performance problems						
21. Analyzes and corrects pupil performance problems						
22. Exhibits technical knowledge of instruments or voice (fingering, etc.)						
23. Utilizes appropriate music language (terms, etc.)						
24. Pursues sensitive music-making (style, phrasing, dynamics, etc.)						
25. Provides musical models via use of singing voice/performance instrument						
26. Effective use of speaking voice						
27. Displays ability to motivate students						
28. Establishes effective working rapport with ensemble/lesson students						
29. Is sensitive to individual student needs						
30. Provides supportive assessment of students' efforts						
31. Meets planned objectives and follows procedures of rehearsal/lesson						
32. Exhibits an overall efficiency in rehearsing or teaching						

Commendations/Recommendations:

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Cooperating Teacher

Date

## APPENDIX A

### MODEL SEQUENTIAL TEACHING PLAN (For a 7- to 8-Week secondary ST Assignment)

This plan for student teaching provides for the gradual induction of the student teacher into teaching. The development of the semester Sequential Plan should be a cooperative effort between the Cooperating Teacher and the Student Teacher during or prior to the first full week of the teaching experience. Use this plan as a guide; it may be modified in order to meet the special needs and circumstances of your classroom setting or program.

Week One: Design teaching plan; observe, assist with small group lessons etc. as requested; select pieces to do with performance ensembles - at least one per ensemble. Set up a schedule with your university supervisors. **Get permission to videorecord for formal observations.**

Week Two: Lead warm-ups; do one rehearsal segment (20 minutes) and audio-record; teach a full general music class or sectional daily.

Week Three: Same as Week Two but two 20-min segment and two classes/sectionals daily.

Week Four: Same as Week Three but three classes/sectional daily.

Week Five: Run a complete rehearsal for one ensemble and video-record. Use audio recorder as a backup.

Week Six: Teach at least one full day of the cooperating teacher's schedule.

Week Seven: Teach a part of each ensemble using the pieces you selected in week one. Teach at least four classes or sectionals daily.

Week Eight: Transition back to the cooperating teacher.

#### **Other ideas to consider:**

- Interview an administrator

- Lead a sight-reading session with an ensemble

- Observe classroom teachers

- Observe other music teachers in the district

- Observe a special education teacher

- Create a budget for this program; imagine an unlimited budget

You are to be student teaching as close to full-time as scheduling allows. NYS requires student-teaching to be **full-time** for a **minimum** of fourteen weeks.

## APPENDIX B COVID-19 ADDITIONAL GUIDANCE

### *Guidance from CUNY*

Education students who will participate in clinical placements for fieldwork or student teaching required by their academic program should do so in accordance with the specifics outlined in their Campus Reopening Plan. As such, placements may be in-person, remote, virtual, or a mix of these. For in-person and remote placements, CUNY supports clinical experiences under the following conditions: 1. the principal invites/approves the candidate's participation; 2. cooperating teachers can provide adequate supervision to students; and 3. faculty are willing and able to support student placements, as required. This policy, and its conditions, pertains to social workers, therapists, counselors and other students with required school-based placements. The health and safety of our students and faculty remain a top priority for any placement.

### Student Knowledge and Practice of Safety Protocols

**Be aware** of any protocols in your assigned school district. Comply with any expectations related to COVID-19.

### Student Wellness Check Ins are still recommended

Any student participating in an in-person clinical experience must engage in a daily and/or weekly Wellness Check In, depending on their site visit schedule.

Each morning prior to your visit, please self-evaluation your Wellness using the following questions:

1. In the last 10 days, have you or anyone in your household tested for COVID-19 and had a positive result or is still waiting for a result?
2. Have you traveled outside NYS or internationally during the past 7 days?
3. Do you or does anyone you live with have (or has had in the last 10 days) one or more of these new or worsening symptoms:
  - Fever (greater than 100 degrees) or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
4. Have you been at a gathering with more than 10 people in the past week? Any student who answers yes to one or more of the above questions may want to test immediately.

\*\*\* Student teachers will not be penalized for absences due to COVID-19 or necessary quarantine. \*\*\*

## Student Teacher Responsibilities Contract

As I begin my student teaching placement, I understand the importance of using every opportunity to make my student teaching a constructive learning moment. I am committed to maintaining a high level of professionalism. The following responsibilities constitute the minimum criteria necessary for a successful placement and are key components in my final evaluation. Therefore, I agree to:

- Read the student teaching handbook and know its content.
- Follow the NYC/District calendar during student teaching. Any variation to the calendar must be approved by my cooperating teacher, college supervisor, and seminar professor.
- Report allegations of child abuse, misconduct, or student harassment promptly.
- Exchange phone numbers and e-mail addresses with my cooperating teacher and college supervisor as soon as my placement is confirmed.
- Confer regularly with my cooperating teacher, college supervisor, and seminar professor regarding professional concerns, interests, questions, or problems.
- Be professional in my relationship with the teaching community by being mindful and respectful of the school's rules and regulations, of appropriate dress code and appearance, and of the importance of punctuality and promptness in appointments and assignments
- Become acquainted with the cooperating teacher's existing curriculum and materials.
- Strive to implement the methods and strategies I have learned in my courses.
- Write lesson plans for all lessons I teach and share them with my college supervisor and my cooperating teacher in a timely manner.
- Make regular entries in my student-teaching journal and submit them on time.
- Make every effort to become involved in school life through such means as attending faculty meetings, parent conferences, and after-school activities.
- Participate in professional development days with the school faculty.
- Familiarize myself with the students, community and neighborhood of the cooperating school.
- Take initiative for assuming increasing teaching responsibilities appropriate to the expectations of my program and level of study.
- Complete NYS licensure requirements including the EAS, the CST, required workshops, and upload the results to Anthology.
- Abide by district expectations during in-person, hybrid, or remote instruction activities.
- Participate in daily and/or weekly wellness check-ins.

I have read and understand the requirements stipulated in this contract and I have discussed them with my cooperating teacher and seminar professor.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ CT Signature \_\_\_\_\_

Seminar Professor Signature \_\_\_\_\_