University of Michigan
School of Music, Theatre,
and Dance

Department of Music
Education Teacher
Certification Handbook
Last updated October 2019

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Overview

The Department of Music Education offers the BM in Music Education. Students choose between a Vocal track (Choral Music Education, MEC) or an Instrumental track (Instrumental Music Education, MEI).

Undergraduate students may complete a Dual Degree in Music Education (MEC or MEI) with a BM in Performance or a BFA in Jazz Studies. Eligible degrees include: Jazz Studies, Harp Performance, Organ Performance and Church Music, Piano Performance, Performance: String Instruments, Voice Performance, Performance: Wind Instruments and Percussion. Students interested in the dual degree with music education should complete the audition procedures for the other degree program. Student enrolled in a dual degree program with music education will complete the SMTD Theory, Musicology, Ensemble and Performance requirements for their other degree and add the courses listed in Figure 1 to complete a dual degree with music education. Dual degree students must earn both degrees simultaneously upon graduation.

Graduate students in music performance degrees may earn a teaching certificate by taking the courses in Figure 1.
Undergraduate certification students take courses in music education during the freshman and sophomore years. All undergraduate students are required to take The Art of Teaching (MUSED 111), and Technology for Music Educators (MUSED 121). Other requirements vary depending on the degree program. Students complete a formal review process near the end of their second year for acceptance to the School of Education Teacher Certification Program.

Graduate students enrolled in MM, Specialist or DMA degree programs should complete the aforementioned formal review during their first semester of study or prior to beginning the degree program.

Transfer students are required to consult with the Department of Music Education Chair to determine the timing for coursework and the formal review.

Successful passing of the formal review results in acceptance to the Teacher Certification Program, permission to enroll in 300-level advanced methods courses (MUSED 340, 341, 342, 349, 370, 371, 372), professional education courses (EDUC 392, 391, 402), and student teaching (MUSED 495) & seminar (MUSED 496).

Upon successful completion of the Teacher Certification Program, students are recommended to the State of Michigan for teacher certification.

Work Experience Requirement

Sixty hours of work experience with youth is required for acceptance to the Teacher Education Program. Undergraduate students should fulfill this requirement during their freshman and sophomore years. Graduate students may complete this requirement prior to beginning the program or during their first year in the program. Spring and summer work experiences are often used to fulfill this requirement.

Examples of roles that can fulfill the 60-hour requirement include:

- Recreation leader, coach, teacher or counselor at a summer camp
- Preschool, elementary, secondary teacher or assistant in a school (teaching lessons, sectionals)
- Assisting or directing at school music festivals (solo and ensemble, large group festival, etc.), community organizations (youth orchestra, band, church choir, jazz, general music class in a private school, non-profit organization or community music center), or U-M outreach project.

The Documentation of Work Experience form (Appendix A) should be completed by the student, and signed by the student’s work supervisor, then returned to the Music Education Office. Consult with your music education faculty advisor if you have questions about this requirement.
Formal Review for Acceptance to Teacher Certification Program

Undergraduate students in their second year of the program (first year for graduate students) apply for admission to the Teacher Certification Program. Students must submit the following application materials to the Department of Music Education Office by early January of their sophomore year:

a. Documentation of 60 hours of work experience
b. Two recommendations from current or previous faculty
c. Completion of background check through mycb.castlebranch.com
d. Completion of Blood Borne Pathogens Online Training Module

These forms can be found in Appendix A.

Interview for Admission into the Teacher Certification Program

All students who apply for admission to the Teacher Certification Program will be interviewed by music education faculty in February in their sophomore year. The interview allows faculty to evaluate the student’s progress and commitment to the music education profession.

Criteria for Admission to the Teacher Certification Program:

A minimum cumulative GPA of 2.50, as well as a minimum GPA of 2.5 in SMTD coursework.
Completion of MUSICOL 139, 140, 239
Current enrollment or completion of MUSICOL 240
Completion of THEORY 139/149, 140/150, 239/249 or JAZZ 220
Current enrollment or completion of THEORY 240/250 or JAZZ 221
Performance: Current enrollment in 4th semester of performance course sequence for primary instrument or voice
Satisfactory completion of MUSED 111 and 121
Completion of Piano 112 (instrumental track) or Piano 113 (vocal track)
Current enrollment in Piano 114 or higher (vocal track)
Satisfactory completion of all secondary instrument courses per specific degree program (201, 202, 203, 205, 207, 320*)
Satisfactory progress in ensemble: 4th semester of ensemble participation
Satisfactory completion of PSYCH 111 and ENG 124 or 125
Evidence of professional dispositions such as communication skills, work habits, dependability, and leadership
Satisfactory academic and non-academic conduct as outlined in the SMTD Handbook.

Students who have not met all of the above requirements may be denied admission or admitted provisionally to the Teacher Certification Program.

* Some students in the instrumental track may need to take MUSED 320 in the junior year due to a sophomore year scheduling conflict.
Course Requirements to Complete Prior to Student Teaching

The prerequisite for student teaching is successful completion of all required MUSED coursework, all required EDUC courses, and all required Theory, Musicology, Conducting, Ensemble and Piano courses. Students are strongly encouraged to complete ALL course requirements for their degree program prior to student teaching.

Students must complete all EDUC courses and all 300-level MUSED courses with a grade of B- or better. Students must have a cumulative GPA of 2.50, and a GPA of 2.5 in SMTD coursework to be eligible for student teaching.

State Requirements to Complete Prior to Student Teaching

Upon acceptance into the Teacher Certification Program students begin their preparation for student teaching. Students must meet with a certification officer in the School of Education after successful completion of their interview (To schedule this meeting please go to https://go.oncehub.com/soeadvisors or email soe.academicadvisors@umich.edu).

Students must earn a passing score on the MTTC Music Education Test (099) prior to receiving certification. We strongly recommend taking this test prior to student teaching. Information about taking the MTTC Music Education Test can be found at http://www.mttc.nesinc.com/

Student Teaching Placements

The student teaching program includes one semester, either fall or winter term, working full-time in a public school setting. Placements for student teaching begin two semesters prior to student teaching and are finalized one semester prior to student teaching. Music education faculty members in the specialty areas for which placements are sought (choral, instrumental, and general) meet with students to discuss their placements, schedule on-site visits, and ultimately approve the assignments of students to schools and teachers.

One semester prior to the student teaching placement, the following must be submitted to the Music Education Office:
   a. Resume
   b. Cover Letter
   c. Criminal Background Affidavit

These forms can be found in Appendix B.
**Student Teaching Semester**

During the student teaching semester, student teachers are required to attend the weekly student teaching seminar on the UM campus. The purposes of the seminar are to assist students in making the transition from student teacher to professional teacher. Participation in the Professional Learning Seminar provided by the School of Education is also required.

The student teaching experience is informed by guidelines developed collaboratively between the Department of Music Education and the School of Education. Progress is measured by the student’s mentor teacher, field supervisors assigned to periodically observe the student teacher, and the student teaching seminar instructor. See Appendix C for student teaching guidelines and evaluation forms.

Excused absences from seminar or field placement are limited to:
- Illness
- Family or personal emergency
- Religious holiday (must be arranged at the beginning of the term, or at least two weeks in advance)
- Professional development opportunity or essential after-school events (e.g., evening concerts). These must be arranged at the beginning of the term, or at least two weeks in advance and approved by ST seminar faculty).

**Obtaining the Teaching Certificate**

Upon successful completion of student teaching, students are eligible to apply for a K-12 Michigan Teacher’s Certificate. To apply for the teacher’s certificate students must obtain a valid certification in First-Aid and Child/Adult CPR, complete the “Completing Teacher Certification” pathway (on Edworks), and apply for the certificate. Completed forms may be returned via email (te.program@umich.edu), fax (734-647-9158) or hard copy (Room 1228 in School of Education). Students with questions may make an advising appointment with a School of Education Certification Officer: [https://go.oncehub.com/soeadvisors](https://go.oncehub.com/soeadvisors) or email soe.academicadvisors@umich.edu
Teacher Certification Checklist

Submit the following to the Music Education Department Office one month prior to the Teacher Certification interview in February (See Appendix A):

___ Documentation of 60 hours of work experience
___ Two recommendations from existing and previous faculty
___ Criminal Background Check at mycb.castlebranch.com
___ Blood Borne Pathogens Online Training module

To be Completed Two Semesters Prior to Student Teaching (usually 2nd semester junior year):

___ Certification Audit with School of Education (To schedule this meeting please go to https://go.oncehub.com/soeadvisors or email soe.academicadvisors@umich.edu)

To be Completed One Semester Prior to Student Teaching (See Appendix B):

___ Copy of Cover Letter and Resume
___ Criminal Background Affidavit form

To be Completed Prior to Student Teaching:

___ Completion of all required MUSED coursework, all required EDUC courses, and all required Theory, Musicology, Conducting, Ensemble and Piano courses.
___ Obtain a passing grade on the MTTC Music Education (099) Tests.

To be Completed upon Successful Completion of Student Teaching:

___ "Completing Teacher Certification" pathway in EdWorks
___ Obtain a valid certification in First Aid and Child / Adult CPR (turn in to School of Education)
___ Apply for your Certificate through MOECS (Michigan Online Educator Certification System http://www.michigan.gov/mde/0,4615,7-140-5683_57223---,00.html)
Appendix A — Forms to Complete Prior to Applying to the Teacher Certification Program: Work Experience Form, 2 Letters of Recommendation, and Login Information for Criminal Background Check & Bloodborne Pathogens Online Training Module
Department of Music Education - Documentation of Work Experience

Student’s Name: _____________________________________________

I wish to have access to this report; it will not be confidential and will be incorporated into my Teacher Education file in the Music Education Department.

Name (please print) __________________________ Signature _______________ Date _______________

I waive my rights of access to this report and request that it be incorporated into my Teacher Education file in the Music Education Department.

Name (please print) __________________________ Signature _______________ Date _______________

To be completed by Supervisor

Work experience with groups of children and young people is considered essential as part of the professional education of prospective teachers. We ask you to indicate the kinds of experience the applicant has had, the length of time involved, and the degree of success attained. Any additional comments will be appreciated.

Dates of experience: __________________________ to __________________________

Frequency and length of each visit: __________________________________________

What were the ages and characteristics of the individuals in the group? __________________________

How many individuals were in the group? __________________________

In what kind of activities was the applicant involved? __________________________

Approximately how many hours of actual work with young people were included during this experience? __________________________

How successful was the applicant in working with young people? __________________________

Please use the reverse side of this form for additional comments that may be helpful to the Teacher Education Committee.

Signature __________________________________________ Position __________________________

Institution/Agency __________________________________________ Date of Report __________________________

Address __________________________________________ City/State/Zip __________________________

Please return completed form to: Music Education Office, School of Music, Theatre & Dance, University of Michigan, 1100 Baits Drive, Ann Arbor MI 48109-2085
Letter of Recommendation

**Please complete this section**

**Student’s Name:** ____________________________

(PLEASE PRINT)

I wish to have access to this letter of recommendation; it will not be confidential and will be incorporated into my Teacher Education file in the Music Education Department.

_________________________  ___________________________  ____________
Name (please print)        Signature                  Date

I waive my rights of access to this letter of recommendation and request that it be incorporated into my Teacher Education file in the Music Education Department.

_________________________  ___________________________  ____________
Name (please print)        Signature                  Date

Please give your frank and confidential assessment of the student as a potential school music teacher/conductor. Your recommendation will serve to support this student’s application for Admission to Teacher Certification program in Music Education.

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<th>Qualities</th>
<th>Poor</th>
<th>Fair</th>
<th>Very Good</th>
<th>Excellent</th>
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</tbody>
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_________________________  ___________________________  ____________
Signature                  Date                      Organization & Position

**Address**

Please return completed form to: Music Education Office, School of Music, Theatre & Dance, University of Michigan, 1100 Baits Drive, Ann Arbor MI 48109-2085
Letter of Recommendation

Please complete this section

Student’s Name: ________________________________ (PLEASE PRINT)

I wish to have access to this letter of recommendation; it will not be confidential and will be incorporated into my Teacher Education file in the Music Education Department.

__________________________________________  __________________________  ______________
Name (please print)  Signature  Date

I waive my rights of access to this letter of recommendation and request that it be incorporated into my Teacher Education file in the Music Education Department.

__________________________________________  __________________________  ______________
Name (please print)  Signature  Date

Please give your frank and confidential assessment of the student as a potential school music teacher/conductor. Your recommendation will serve to support this student’s application for Admission to Teacher Certification program in Music Education.

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__________________________  ____________  ______________________
Signature  Date  Organization & Position

Address
Please return completed form to: Music Education Office, School of Music, Theatre & Dance, University of Michigan, 1100 Baits Drive, Ann Arbor MI 48109-2085
University of Michigan
How to Place Order

Welcome to myCB

To place your order go to:
https://portal.castlebranch.com/UD80
SOE-Music Education

Package Name (if applicable):
UE66 - Background Check Package

To place your initial order, you will be prompted to create your secure myCB account. From within myCB, you will be able to:

- View order results
- Upload documents
- Manage requirements
- Place additional orders
- Complete tasks

Please have ready personal identifying information needed for security purposes.
The email address you provide will become your username.

Contact Us: 888.914.7279 or servicedesk.cu@castlebranch.com
Please be sure to have your speakers turned on.
TYPE www.gcntraining.com into your browser’s address bar and Press Enter

CLICKING will take you to the PRE-LOGIN CHECKLIST
(ROLLOVER why? next to the icon to learn what the icons mean).

If you have not created an account with GCN, select: I have NOT yet created an account
Press Next >>

If you have already created an account with GCN, select: I already have an account
Press Next >>

Enter your Organization ID:
[ ]
Press Submit

Enter your Preferred Personal ID
[ ]
Press Submit

Your Preferred Personal ID is your University of Michigan Uniqname.

Enter your Personal ID
[ ]
Press Submit

Your Preferred Personal ID is your University of Michigan Uniqname.

Complete the Personal Information.
* indicates Required Fields
Press Submit

The Welcome Page
Bloodborne Pathogens
0% Completed

The tutorials available to you are listed to the left. Choose a tutorial by pressing VIEW

Verify your information. Press START TUTORIAL or CONTINUE TUTORIAL (if available)

The tutorial will begin with an Instructions slide that will explain the many buttons on this page.

Once the Next button appears you may move on to the next slide.

After you complete a tutorial, return to the Main Menu to Print your Certificate of Completion*
*SAVE SOME PAPER -- Wait until you complete the last of your tutorials before printing your Certificate. They’re all printed on a single page.
Appendix B—Forms to Complete Prior to Student Teaching: Cover Letter Form, Sample Resume, Criminal Background Affidavit
Student Teacher Cover Letter Prompt

Describe yourself to a potential mentor teacher in a way that gives insights into who you are as a developing professional. What is important to you as a beginning teacher that would be helpful for a mentor teacher to know? Are there specific experiences from your coursework, fieldwork, or life experiences that influence the way you think about teaching and students? Describe these in a way that helps a prospective mentor to know something about you as a beginning teacher.
Jane T. Doe

Present Address
123 Main Street
Ann Arbor, MI 48104
(734) 555-1111
janedoe@umich.edu

Permanent Address
999 First Avenue
Anytown, MI 77777
(313) 111-2222

OBJECTIVE
To obtain a student teaching position that will allow me to explore the teaching of mathematics in a racially and ethnically diverse setting.

EDUCATION
University of Michigan
Bachelor of Science in Mathematics
GPA 3.515

CERTIFICATION
Provisional Secondary Certificate
Lifeguard Training, Adult/Child CPR & First Aid

COURSEWORK
Academic Major: Mathematics
Calculus I
Calculus II
Calculus III
Linear Algebra
Introduction to Modern Algebra
Geometry for Teachers
Introduction to Probability
Mathematical Logic

Academic Minor: History
Renaissance and Medieval Europe
European Civilization
History of the Univ. of Michigan
The Vietnam War
20th Century American Wars
The Writing of the Constitution

RELEVANT EXPERIENCE
Fall 2007
Main Street High School
9th & 11th Grade Pre-Student Teacher
- Developed and taught a 3-day whole-group geometry lesson
- Taught a variety of lessons; modeled by, co-planned with and co-taught with Cooperating Teacher
- Provided one-on-one tutoring during class and after school in Math Lab
- Observed student learning in whole class and group interactions

Winter 2007
Smith Middle School
8th Grade Pre-Student Teacher
- Created and taught a “Pi Day” lesson
- Studied school culture and effectiveness of instructional strategies through observation and student interviews
- Shadowed one student to better understand a typical school day
- Worked with students in small groups and one-on-one in algebra classes

2005-2007
Holmes Juvenile Center
Tutor
- Assisted students with homework completion in math, science, and English
- Developed and taught lessons related to study skills
The Michigan Legislature has stated, in Public Act 97 of the Public Acts of 1995, that “conviction of a crime…is considered to be reasonably and adversely related to the ability of the person to serve in an elementary or secondary school.”

Additionally, effective January 1, 2006, Public Acts 129 through 131 and 138 of the Public Acts of 2005 provide that public school districts, public school academies, and nonpublic schools shall not employ, in any capacity, an individual who has been convicted of a listed offense (i.e., a crime that requires registration as a sex offender). These laws further provide that a public school district, public school academy, or nonpublic school may employ an individual who has been convicted of a non-listed felony offense only if the superintendent/chief administrator and school board/governing body each specifically approve the employment or work assignment in writing.

Therefore, it is School of Education policy that if an applicant to, or a student in, a program leading to teacher certification (provisional certification, renewal of certificate, or professional certificate) has declared, or the School otherwise becomes aware of, a prior felony or misdemeanor conviction, one or more of the following may occur, depending upon the School’s review of the circumstances and the nature of the offense:

- The individual may be denied admission or asked to leave the program; or
- The individual may be permitted to continue in the teacher education program with the understanding that:
  - A school or district may refuse to allow the student access to its schools and/or classrooms for required field experiences, including student teaching;
  - The State of Michigan may refuse to issue the student a teaching certificate, despite his/her successful completion of the teacher education program;

and/or

- The State of Michigan may issue the student a teaching certificate upon successful completion of the program, but schools or school districts, considering a criminal conviction as part of an individual’s qualifications for teaching, may choose not to hire the individual, or may not be legally permitted to do so.

Name: ___________________________  UMID: ___________________________

first   middle   last

Have you ever accepted responsibility in a civil infraction (excluding speeding tickets) or been convicted of (or pled no contest to) a misdemeanor or felony?  Yes  No

Have you had a teaching, school counselor, school psychologist, or school administrator certificate denied, suspended, or revoked?  Yes  No

Do you currently have any criminal charges pending against you?  Yes  No

(This question is asked so that we may follow-up with you regarding the outcome of the charges.)

If you responded “yes” to any of these questions, please submit a statement of explanation with this form. You will also be asked to submit to the program one of the following documents outlining your conviction: Judgment of Sentence or Certified Register of Action.

If you are later recommended by the program for teacher certification, the program will, as required by law, submit this information to the Michigan Department of Education. You are also required to notify the Teacher Education Program if you are convicted of a felony or misdemeanor at any time during your tenure in the program.

I affirm that the information I have provided on this form is complete and true, and understand and agree that I must notify the Teacher Education Program if I am convicted of a felony or misdemeanor at any time following my submission of this Criminal Background Affidavit.

Signature: ___________________________  Date: ___________________________
Appendix C — Student Teaching Guidelines and Evaluation Forms: Guidelines and Standards for Student Teaching, Ethical Obligations of Teaching, Program Competencies, and Mentor Teacher Assessment Forms
GUIDELINES & STANDARDS FOR STUDENT TEACHING

Following are some guidelines to help you complete your student teaching successfully.

1. Be informed. You are going to work in a professional environment and you are expected to act according to the professional standards already in place in the school (e.g. code of dress, social interactions).

2. Be prudent. Maintain social distance with your students. Never, ever meet with a student alone in a classroom. Use an area where groups of professionals are present. You are not legally permitted to serve as a substitute for your Cooperating Teacher (CT).

3. Be committed. Student teaching is a full-time assignment. It is highly recommended that you discontinue extra activities (ensembles, clubs, jobs) during this semester.

4. Be focused. Your primary objective during your student teaching semester is to become immersed in the public school environment and focus on your teaching.

5. Be punctual. You are required to be present for the CT’s full teaching schedule, and you are strongly recommended to assist the teacher in extra-teaching activities, planning, etc. If you need to be absent from school due to illness or emergency, contact both your CT and your University Supervisor in advance. The CT and supervisor will keep record (date and reason) of all occasions for which you are late or absent.

6. Be responsible. As soon as you know your teaching schedule, contact your University Supervisors to schedule an observation. For each observation, have a copy of your lesson plan available for the supervisor. Also, make available your folder/notebook containing all your lesson plans, evaluations etc.

7. Be prepared. A well-planned lesson will set you up for a successful interaction with your class. Plan to prepare a written lesson/rehearsal plan before each planned teaching presentation. Share your plans and get feedback from your CT. Along with planning, you may also be called upon to teach “on the spot.” Be sure you have studied scores, practiced piano parts, reviewed lesson materials before the day begins so you are ready to jump in and help as needed.

8. Be proactive. Don’t wait for your CT to ask you to do something. Offer to help with such things as passing out/collection materials, setting up the room, tidying up after the class leaves, sing/play parts with sections, etc. Ask your CT for advice on lesson/rehearsal planning and for feedback on your teaching. Your CT will be a tremendous resource for you during your student teaching and beyond.

9. Be organized. Select an organizational system to help you file (and find) resources such as lesson/rehearsal plans, copies of music, literature lists, handbooks, worksheets, tests/quizzes, procedures, curriculum guides, etc.

10. Be gracious. Your CT is playing an important role in your development as a teacher. Show your appreciation during and after you have finished your assignment.

\textit{The faculty wishes you every success during your student teaching.}  
\textbf{Good luck!}
University of Michigan Department of Music Education
Ethical Obligations (EOs) of Teaching
(adapted from the School of Education Teacher Education Program Policy Handbook)

All teachers have three primary responsibilities: to provide the K-12 students with whom they work the opportunity to experience a high-quality, equitable education; to ensure the safety of the K-12 students in their care; and to be good stewards of the profession of teaching.

To ensure all student teachers understand, and always keep central, these responsibilities, the teacher education program has developed the following set of ethical obligations to which all interns in our program pledge to uphold.

1. To care for and demonstrate commitment to every student
2. To develop and continually work to improve instructional competence, and to strive to engage in professionally justified teaching practice at all times
3. To ensure equitable access to learning in one’s own classroom
4. To learn about and demonstrate awareness of and appreciation for cultural differences and social diversity, particularly as they are present in one’s classroom, and to draw on diversity as a resource in instruction
5. To demonstrate through concrete actions an awareness of the capacity of every individual to learn
6. To take responsibility for obstacles to student success and to work assiduously to ensure equitable access to learning opportunities
7. To understand and exercise carefully the power and authority of the teaching role
8. To treat students, colleagues, parents and caregivers, and community members with respect and generosity in all communications with and about them
9. To represent the ideas of the academic disciplines and subject matter that one teaches with integrity
Department of Music Education Teacher Certification Program Competencies
(adapted from the School of Education Secondary Teacher Education Program Competencies & Learning to Teach Growth Chart)

The competencies outlined below provide the framework for the Teacher Certification Program. The courses and fieldwork are designed to build capacities in these areas. These competencies are the basis for the evaluation of student teacher’s development toward becoming a professional teacher.

Competency 1 (Instruction Competency): Planning, organizing and implementing effective instructional practices and routines

Competency 2 (Student Competency): Establishing and maintaining a productive and respectful classroom culture

Competency 3 (Professionalism Competency): Engaging in professional practices

Rating Levels

Secure: (Target by end of student teaching placement) The student teacher is “ready for hire.” The student teacher has knowledge of the practice and has independently designed, used, evaluated and modified it in the classroom; the student teacher has demonstrated the skill to strategically make decisions and explain their purpose and time of use.

Developing: (Target by middle of student teaching) The student teacher has knowledge of the practice, has successfully employed and evaluated it in guided contexts, and has demonstrated skill, confidence and initiative to plan and enact it in a classroom with mentor and field instructor oversight.

Beginning: (Target by beginning of student teaching) The student teacher can successfully implement the practice in a guided context, with a few students, and/or with extensive supervision, guidance or collaboration.

Unsatisfactory: The student teacher has repeatedly demonstrated lack of awareness, knowledge, and skill of the practice and its central features. The student teacher had the opportunity, but was unable to demonstrate the practice with students in the field or simulated settings.
Mentor Teacher Student Teaching Assessment Form

| Student Teacher: ____________________________ | Date: __________ |
| Mentor Teacher: ____________________________ District: ____________________________ |
| School: ____________________________ Grade level(s): _________ Subject(s): ______________ |

Please complete the following form as a formative assessment as the semester progresses (e.g., for a 7-week placement, weeks 2-4). Use this same form as a summative assessment at the end of the placement. Check the indicator that most aptly describes the student teacher's progress thus far in each strand. These competencies are developmental in nature, and we do not expect student teachers to have mastered each competency. Your feedback will provide guidance for the student teacher and the music education faculty in supporting this individual’s growth as a teacher. Please check Not Applicable when appropriate.

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<thead>
<tr>
<th>Competency 1: Planning, organizing and implementing effective instructional practices and routines</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Beginning</th>
<th>Developing</th>
<th>Secure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Planning and preparation</td>
<td></td>
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<tr>
<td>b. Addresses stated goals and objectives in instruction</td>
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<td>c. Links to prior instruction</td>
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<tr>
<td>d. Addresses important musical concepts during instruction</td>
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<tr>
<td>e. Selects and uses effective musical models and examples</td>
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<tr>
<td>f. Provides clear and accurate directions and explanations</td>
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<tr>
<td>g. Provides accurate answers to students’ questions</td>
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<tr>
<td>h. Monitors student learning and providing feedback that furthers learning</td>
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<tr>
<td>i. Maintains high expectations for learning and participation</td>
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<tr>
<td>j. Effectively sequences activities within a lesson</td>
<td></td>
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<tr>
<td>k. Provides appropriate and specific feedback to individual students</td>
<td></td>
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<tr>
<td>l. Makes use of questioning techniques that encourage higher-order thinking and deepen student understanding</td>
<td></td>
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<tr>
<td>m. Addresses the needs of all learners through differentiation</td>
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<tr>
<td>n. Creates lessons that contain suitable pacing, with time for closure.</td>
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<tr>
<td>o. Adjusts instruction in response to evidence of student understanding (or lack of it).</td>
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<tr>
<td>p. Designs a coherent sequence of lessons resulting in student learning</td>
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<tr>
<td>q. Works with support professionals (e.g. special education teachers, ESL teachers, psychologist, etc.) to increase learning opportunities for students</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Comments regarding **planning, organizing & implementing effective instructional practices & routines:**

Areas of strength:

Areas for improvement:
<table>
<thead>
<tr>
<th>Competency 2 (Student Competency): Establishing and maintaining a productive and respectful classroom culture</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Beginning</th>
<th>Developing</th>
<th>Secure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Establishes rapport with students</td>
<td></td>
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<tr>
<td>b. Organizes the classroom for instruction (e.g. room setup, accessibility of materials, participation routines, etc.)</td>
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<tr>
<td>c. Develops a classroom climate in which learning is valued and ongoing</td>
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<tr>
<td>d. Upholds fair, equitable, and respectful standards for conduct that encourage responsibility and that safeguard the physical, intellectual, and emotional well-being of all students</td>
<td></td>
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<tr>
<td>e. Understands and helps support school policies (e.g. attendance, keeping track of tardiness, bathroom access)</td>
<td></td>
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<tr>
<td>f. Understands and helps support with program administration (e.g. music library, copies, festivals/concerts, grading, progress reports, special education referrals, letters home, etc.)</td>
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<tr>
<td>g. Communicates effectively with parents, guardians, and colleagues</td>
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</tr>
</tbody>
</table>

Comments regarding establishing and maintaining a productive and respectful classroom culture:

Areas of strength:

Areas for improvement:
<table>
<thead>
<tr>
<th>Competency 3 (Professionalism Competency): Engaging in professional practices</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Beginning</th>
<th>Developing</th>
<th>Ready for Hire</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Acts ethically and with integrity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Manages situations of stress and conflict appropriately</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Works to improve instructional competence</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Ensures equitable access to learning in one’s own classroom</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Understands and exercises carefully the authority of the teaching role</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Treats students, colleagues, parents, with respect and generosity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Is considerate, punctual, and appropriate in appearance and conduct, in all interactions with students, mentors, families, and colleagues</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. Meets all professional obligations in a punctual, thorough, and diligent manner</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>i. Welcomes, accepts, and uses professional feedback on instructional practices</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>j. Attends to and is familiar with state and national subject area standards</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Comments regarding **professionalism**:

Areas of strength:

Areas for improvement:
Would you recommend this student teacher for certification? (Summative Assessment only): ☐ Yes ☐ No
If no, please explain:

Cooperating Teacher’s Signature ___________ Date ___________

Student Teacher’s Signature ___________ Date ___________

I do _____ do not _____ authorize release of this report to potential employers.

Student Teacher (Print Name) _________________________________

Signature: ________________________________
Appendix D — Additional Forms: Field Incident Information, U-M Teacher Education
Field Incident Report, Substitute Teaching Forms, Employment Portfolio/Website
Permission Template
Field Incidents

At any given point in the program, teaching interns are responsible for knowing the teacher education program’s policies and their field site’s policies for each of the following situations.

1) Fighting: If a teaching intern is witness to or is involved in an altercation between K-12 students in a school setting, the teaching intern must follow the policy of the host school in reacting to and reporting the incident. Once the K-12 student or students involved are safe and attended to appropriately, the teaching intern should notify his or her mentor teacher (if not present during incident) and his or her field instructor as soon as possible. The teaching intern should seek out information and work with their mentor teacher and other relevant school personnel to identify the best way to communicate the incident to the K-12 students’ parents/caregiver. In addition to these actions, the teaching intern must complete the U-M Teacher Education Field Incident Report and submit the completed form to his or her clinical experiences coordinator and field instructor within 24 hours of the incident.

2) K-12 Student Injury: If a K-12 student is injured while under the direct supervision of a teaching intern, the intern must seek assistance immediately from the nearest school personnel. Once the K-12 student is safe and attended to appropriately, the teaching intern should notify his or her mentor teacher (if not present during incident) and the field instructor as soon as possible. The teaching intern should seek out information and work with their mentor teacher and other relevant school personnel to identify the best way to communicate the injury to the K-12 student’s parent/caregiver. In addition to these actions, the teaching intern must complete the U-M Teacher Education Field Incident Report and submit the completed form to his or her clinical experiences coordinator and field instructor within 24 hours of the injury.

3) Teaching Intern Injury: If the teaching intern is injured at a field site, he/she must report the injury to the host school office and to his or her clinical experiences coordinator and field instructor. If an intern is injured on the way to or from a field site, he or she should notify his or her mentor teacher and field instructor as soon as possible. In either of the examples mentioned, the teaching intern must complete the U-M Teacher Education Field Incident Report and submit the completed form to his or her clinical experiences coordinator and field instructor within 24 hours of the injury. The program will notify the U-M Office of Risk Management and submit the Injury Report for Non-Employees or other requested forms to:
   Risk Management Services
   400 S. Fourth St.
   Argus II Building
   Ann Arbor, MI 48103
   734.764.2200
   http://www.umich.edu/~riskmgmt/forms.html
4) Police/Protective Services/School Administration Meetings: It is in the best interest of a teaching intern to contact his/her clinical experiences coordinator before agreeing to be interviewed by police, protective services or school administrators regarding any incident which may have legal implications involving a host school teacher(s), classroom student(s), school administrator(s), parent(s) or others. The teaching intern should complete the Field Incident Report incident in question and deliver it to the clinical experiences coordinator within 24 hours. Program leadership can then advise regarding next steps and arrange possible consultation or representation from the university’s Office of the General Counsel, if deemed appropriate:

Office of the Vice President and General Counsel
734.764.0304
503 Thompson St., 5010 Fleming Administration Building
Ann Arbor, MI 48109-1340

5) Mandatory Reporting: As a future mandatory reporter, it is the teaching intern’s responsibility to make certain that specific types of information are forwarded to their host school and the Michigan Department of Human Services. If a teaching intern is privy to information related to K-12 student safety (injury to self or others, threats of suicide, abuse, etc.) the intern must immediately report the information to the mentor teacher, school counselor and administration. A Child Protective Services Report must be provided by the individual who actually has observed the injuries or had contact with the child whose safety is in question. Therefore, the teaching intern should make a report under the supervision of his/her mentor teacher and administrator.

The Department of Human Services (DHS) statewide number is 1.800.942.4357
http://www.michigan.gov/dhs/0,4562,7-124-7119_50648_44443---,00.html

6) Unlawful Discrimination or Harassment of Teaching Intern: If a teaching intern believes he or she is, in the field setting, the target of unlawful discrimination or harassment, including but not limited to sexual harassment, he or she must report it immediately to his or her clinical experiences coordinator. The clinical experiences coordinator will explicitly seek permission to share the information with program leadership, so that the program can work to support the teaching intern and identify possible campus resources.

If a teaching intern believes he or she is, in the course and/or university setting, the target of unlawful discrimination or harassment, including but not limited to sexual harassment, he or she may contact the Chair of the Department of Music Education. An intern may also choose to access campus resources, including the university’s Dean of Students Office or the Sexual Assault Prevention and Awareness Center (SAPAC).
**U-M Teacher Education Field Incident Report**

Teaching Intern: __________________________  Date of occurrence: ______________________

Date time form completed: ______________

Name of U-M Teacher Education Program: ________________________________________________

Role of Teaching Intern in the School: ___________________________________________________

Name of Host School: __________________________  District: ____________  Grade/Class: ______

Mentor Teacher: ________________________________

University Field Instructor: ____________________________________________________________

Factual description of incident (include actions, people involved and/or informed):

______________________________________________________________

Teaching Intern Signature  __________________________  Date

Received by:

______________________________________________________________

Clinical Experiences Coordinator  __________________________  Date
Substitute Teaching by Student Teachers

Teacher preparation institutions in Michigan are authorized to permit student teachers to be employed as substitute teachers as long as the quality of the student teachers’ education is not adversely affected. Teacher preparation institutions that wish to take advantage of this provision are responsible for establishing the criteria under which student teachers may be employed as substitutes. The appointment of substitute teachers is the responsibility of school districts.

The policy and criteria in this document apply to all University of Michigan-Ann Arbor teacher certification programs. The conditions apply to teaching interns who have been approved for student teaching, during the semester(s) in which they are registered for student teaching, from the first day on which the student teacher reports to the school to student teach through the designated final day of student teaching. Questions about this policy should be directed to the relevant clinical experiences coordinator.

If a student teacher is employed as a substitute teacher by a school district, the district’s purposes are being served. When the district employs a student teacher as a substitute, the district assumes liability, workers compensation, and all other responsibilities for the student teacher as a temporary employee of the district. Student teachers wishing and approved to substitute teach must comply with all applicable policies and procedures of the district.

Student teachers will be permitted to substitute teach under the following conditions and limits:

- The student teacher has successfully completed ten (10) full weeks of student teaching or has completed one full semester as a practicum student in the same classroom.
- The student teacher is making satisfactory progress towards completion of the program and recommendation for certification.
- The student teacher freely and voluntarily agrees to substitute (i.e., does not feel coerced), on each occasion.
- The mentor teacher judges that the substituting will be in the interests of his/her students.
- The university field instructor judges that conditions 1 and 2 have been met and that substitute teaching can be a beneficial experience for the student teacher.
- The principal or other designated building administrator approves.
- The student teacher may substitute only for her/his mentor teacher. The field instructor should be notified, in advance, of each substitute teaching by the intern.
- Substituting shall not interfere with the student teacher’s other responsibilities, including attendance at required courses and seminars, advising sessions with the field instructor, etc.
- Substitute teaching shall be limited to a maximum of 2 days per week. Any additional days must be approved by the administrator of the program.
- Student teachers wishing to be approved for substitute teaching must complete the “Approval for Substitute Teaching by a Student Teacher” form and submit it to the Teacher Education Office before any substituting occurs. In addition, the student teacher must go through the district processes to become an employee of the district in the role of substitute teacher. Both the form and the hiring process must be completed in order for the student teacher to take on a full day of substitute teaching while the mentor teacher is away.

See Form “Substitute Teaching by a Student Teacher” at the end of the program policy handbook. The conditions agreed to in the form and specified in this policy are understood to apply both at the time of initial approval to substitute teach and at each successive occasion.
**Substitute Teaching by a Student Teacher Form**

Student Teacher’s Name: _______________________________ Date: ________________

Student Teacher’s Phone: ________________ Email Address: ______________________

**Before any substitute teaching occurs,** this form must be on file in:

Teacher Education Office
The University of Michigan
610 E. University Ave., Room 1228 SEB
Ann Arbor, MI 48109
Attn: Meri Tenney Muirhead (Undergrad Elementary and ELMAC)
      Kevin Hankinson (Undergrad Secondary and Secondary MAC)

The undersigned agree that the following conditions have been met:

a) The student teacher judges that s/he is prepared to accept the responsibility of serving as a substitute teacher and freely chooses to serve in this capacity;

b) The mentor teacher determines that the needs and interests of her/his students will be served;

c) The university’s field instructor determines that the student teacher is making satisfactory progress in the teacher education program, including in her/his required coursework, and that student teaching is likely to be a beneficial experience for the student teacher; and

d) The student teacher has been qualified and accepted as a substitute teacher in accordance with the school district’s policies and procedures.

The student and mentor teachers further agree that the following conditions will be met:

e) The substitute teaching does not interfere with the student teacher’s attendance at University of Michigan courses in which s/he is enrolled or with the completion of assigned work in or related to those courses; and

f) The mentor teacher’s principal will be informed in advance that the student teacher may or will serve as the cooperating teacher’s substitute.

_________________________________________ ________________________________
Student Teacher’s signature                        Mentor Teacher’s signature

_________________________________________
Field Instructor’s signature                      School Administrator’s signature

**For Office Use Only:**
Date Submitted ________________
To: Parents/Caregivers of students in Mr./Ms. __________________________ classroom.

(Classroom Teacher’s Name)

From: __________________________, University of Michigan Teaching Intern

Date:

Subject: Professional Portfolio/Website Documentation

This semester, I am working in your student’s classroom.

As a teaching intern at the University of Michigan, I am having many valuable experiences in this classroom with the classroom teachers and students. I am documenting these experiences in various ways (through student work samples, selected videos and photographs) to help me improve my developing instructional skills. This documentation is part of my university coursework, and analysis of these records is critical to my preparation.

In addition to contributing to my development as a new teacher, it would be of great benefit if I could include some of these records in my professional portfolio, which may be in hard-copy or a controlled-access website. This portfolio would be shared with potential employers and other educators for professional reasons only. I also hope to use these materials as part of an application for a “Student Teacher of the Year” award at U-M or through a state or national organization.

These uses, however, are not required by my program nor by the university. Please be assured that I will not share your child’s full name and other identifying information with anyone, although he or she may be recognized in a visual image (photo or video). The student images and work will not be used for any commercial or promotional purposes.

Please use the form below to indicate your decision about whether I may or may not use your child’s records as part of my professional portfolio. If you have any questions, please feel free to contact me through email or note.

Please choose from the following:

I give permission for videos, audios, and still photos in which my child may be identifiable, as well as samples of his or her work with the name removed, to be used in this teaching intern’s professional portfolio. I understand that this consent will remain valid until such time that I provide written notice to the teacher candidate of my decision to revoke consent.

I do NOT want any recognizable visual representation of my child, nor any of his or her work, to be used as part of this teaching intern’s professional portfolio.

Student’s name: __________________________

Classroom teacher’s name: __________________________

School: __________________________

Parent/Caregiver name: __________________________

Parent/Caregiver signature: __________________________ Date: __________

Parent/Caregiver Phone: __________________________ Email: __________________________