Greetings from the Music Education program in the University of Oregon’s School of Music and Dance! Thank you for agreeing to host one of our preservice teachers for part of their student teaching experience. The participation of Cooperating Teachers such as yourself from around Oregon allows UO students to integrate what they have learned in classes, labs, and informal teaching experiences into working skills to lead students in discovery and learning. We quite literally could not do this without you.

Based on feedback from prior student teachers, we want to emphasize the importance of lesson planning in all stages of the student teaching experience. Real world teaching involves many instances where teachers must go off script in response to your students’ needs, misunderstandings, and behaviors. These situations will arise frequently, and student teachers will have ample opportunity to practice this skill. Additionally, having a second teacher in the room provides opportunities for sectionals or personalized help for individuals. Such small-scale teaching experiences can be great opportunities for beginning teachers, but whenever possible we request that you assign your student teacher these responsibilities with enough lead time for them to generate a plan, especially during their first Practicum experiences. Impromptu teaching is a form of improvisation. Musical improvisors need to practice their licks and scales before they can successfully deploy them in context, and teachers need time practicing their teaching behaviors and responses in controlled settings before they can successfully lead a rehearsal, sectional, or lesson without prior planning.

The intent of this handbook is to provide the information you need to successfully and comfortably perform your duties as a Cooperating Teacher, serving both as an introduction to the experience and as a reference guide during the placement. The table of contents on the previous page is clickable, and you can use it to skip directly to the part of the document you are interested in.

Please reach out to our team with any questions or concerns you have at any point in the future. Many situations arise in individual placements, ranging from mere technical problems with computer systems, to personality conflicts, confusion about allowable student teacher practices, and others. While we will try to anticipate many of these issues here, communication is essential in resolving new or infrequent situations and keeping a placement working smoothly. Key people include:

- Andy Strietelmeier, Strings Specialist and Student Teaching Coordinator. astriete@uoregon.edu
- Melissa Brunkan, Choral Specialist and Head of Music Education. mbrunkan@uoregon.edu
- Olivia Salzman, Graduate Student assisting with placements. osalzma2@uoregon.edu
- Amy Harter, College of Education Placement Specialist. coeplacement@uoregon.edu
- COE Tk20* help. coetk20@uoregon.edu

* More on tk20 later.
Thank you again for agreeing to host one a UO Music Education student. In addition to this document, we will provide you with a copy of the Student Teaching Handbook that governs our UO students’ work. Again, we look forward to a good term, and please be in touch.

Sincerely,

Andrew Strietelmeier
Assistant Professor of Music Education—Strings
Music Education Student Teaching Coordinator
University of Oregon School of Music and Dance
astriete@uoregon.edu
Overview of Students’ Fieldwork

As of the 2022–23 school year, UO music education students each complete three terms of fieldwork. During each of the Fall and Winter Terms, they complete a Practicum course, which is a part-time student teaching experience. In the Spring Term, they complete their full-time student teaching placement. These three components may be completed at the same site with the same Cooperating Teacher (CT); they may take place in different schools, in different music classes (e.g., GM and band), and they may all take place with different aged students; or any combination of these elements. The exact placements each student experiences depend on their interests, the faculty’s senses of their strengths and areas for growth, and many other factors.

Although some student teachers will have experience teaching private lessons, coaching sectionals, working at camps, or other teaching situations, for many the fall Practicum will be their first time working with actual students. As such, these courses (and especially in the fall) will involve a fair amount of active observation. However, the Practicum experiences should go beyond that, involving students with coaching sectionals, leading warm-ups, leading rehearsals, and planning for instruction. Practicum experiences place students in your school for the 10 weeks corresponding with their classwork for that term at UO.

The full-time student teaching experience serves as the culmination of a UO Music Education student’s training. We utilize the entire 11 weeks of the Spring Term, including finals week. During that time, students transition from initial “active observation” to teaching some of the time, to bearing most or all of the load of planning lessons, delivering instruction, and assessing student learning. There should be several weeks in which they do most of that work, while you primarily teach the teacher. Over the last week or two, they gradually hand the class back to you.

In all situations, your student teacher should be creating lesson plans whenever possible. Situations do arise in which practicing, and even student, teachers must improvise, but they are still “learning their licks” for teaching. Give them every opportunity to plan if at all possible.

You will have paperwork to complete using the College of Education’s archival system, tk20. We strive to keep your paperwork as minimal as possible, especially during Practicum placements. As a CT, you will receive an email early in the term—usually in the second or third week of the placement—with a link to the documentation you will need to complete. Please save this email; if you delete it, cannot find it later, or don’t believe you ever received it, please let us know and we can re-send that link.

Of course, in both the Practicum and full-time student teaching experiences, you are at your most valuable when you are providing them with opportunities to practice their teaching techniques and decision making, providing feedback on what went well and what didn’t, and in other ways teaching them to teach. The documentation in tk20 is far less valuable to our students than your feedback on their lesson planning, teaching, and analysis (both of student learning and of their own success). We thank you in advance for your efforts in working directly with our UO student.
The CT in Full-Time Student Teaching

The full-time student teaching experience is one of the most important experiences in a developing teacher’s education. It serves as a laboratory in which they can integrate their previous experiences as a student with what they have learned about teaching in coursework. They can simply practice and develop their teaching skills. They learn to actually control a class with a CT out of students’ sight, out of their mind. And a crucial but often forgotten factor is that they experience the grind of planning, teaching, grading, and reflecting for a sustained period, either developing coping and survival strategies or gaining the experience they need to direct them toward a different line of work.

University Supervisors

The University Supervisor (US) is the third party in the student teaching placement. The US is a UO employee, either a faculty member or an experienced teacher hired to supervise student teachers (sometimes an experienced graduate student). They will visit your classroom to observe at least four classes with your ST throughout the term, though at times they may make two observations during a single visit. Though the ST will learn the most from you and your students, officially the US is the instructor of their UO Student Teaching course and is responsible for issuing their final grade.

Timeline

Full-time placements last for 11 weeks, and we hope that students will experience approximately 3 to 4 weeks of the “full grind” of planning, teaching, assessing, analyzing, and planning again; two weeks should be considered a bare minimum. The term will likely begin with a period of active observation during which student teachers orient themselves to your classroom, its culture, and its individual students, though if you hosted your ST for one of their Practicum placements earlier in the year, they may be ready to assume more responsibility immediately. This period of active observation should last no more than a week or two, and during this time STs should proactively seek out ways to be helpful. They should actively anticipate your next teaching and classroom management moves, compare their ideas to what you actually did, and ask you about them after school or during breaks. In short, they should not be merely observing but should instead be actively practicing their responses and honing their instincts. Leading warm-ups, sectionals, and other similar activities is a good way for them to get to know the students while also beginning to engage in teaching in your class during this time.

Following the first week or two of active observation come three or four weeks of transition, during which you should hand over increasing responsibility for the planning, teaching, etc. of each class to your student teacher. The manner in which you do this is up to your professional discretion. You may delegate an increasing number of specific tasks, turn over a growing percentage of each class period, turn over complete classes in your schedule one by one, engage in team teaching in which they take and increasing share of leadership, or whatever strategy you deem best for your class and your ST.
This model is somewhat idealized, and an illustration from the slide I use to present it to students is seen at left. The figure below is the illustration I use on the next slide, depicting a more typical spring full-time placement. We are fully aware that Festival season falls within spring placements, but experiencing the pressure of conducting in a Festival and preparing some of the ensemble’s literature can be hugely beneficial to STs, and we hope that you will consider including that in their responsibilities. Some CTs are reluctant to hand over leadership of their top auditioned ensemble even if they are not participating in state-level OSAA events. This ensemble consists of your most capable and independent learners, those who are most able to make progress despite STs’ sometimes flawed approaches. We hope that you will engage your student teacher in working with all of your classes during their time with your class.

**IEPs, 504s, and Confidentiality**

The UO COE has a contract with your district spelling out, among other things, the details of student confidentiality, FERPA rights, etc. In short, student teachers are obliged to know and adhere to the accommodations and provisions specified in IEPs, 504s, and other individualized plans. They are also obliged to adhere to the same standards of student privacy and confidentiality that you and other school employees must abide by. At a practical level, while they are teaching in your classroom they must provide any specified accommodations, which necessarily means that they must know what they are.

We ask our student teachers to record their teaching extensively, and as part of instruction they will acquire student work and other FERPA-protected material. We require STs to store all such information on their UO-provided Microsoft OneDrive accounts. While OneDrive provides much the same functionality as their private Google Drive, DropBox, etc. accounts, UO maintains a contract under which Microsoft attests that they will maintain FERPA-compliant levels of security and restrict their AI from using stored files as training material, neither of which is guaranteed under the terms of service typical of free services.
Documentation, Assessment, and Grading

The vast majority of what student teachers learn from their fieldwork comes from direct interaction with students, from their in-the-moment and after-the-fact work with you, and from their own reflection. Knowing this, we have attempted to keep paperwork to a minimum.

Near the beginning of the placement—typically in the second or third week—you will receive an email from the COE’s archival system, tk20. This email will contain a direct link to the ST’s “binder,” the collection of documents associated with their fieldwork in that particular term. (You may hear your student teacher and their University Supervisor discussing logging in to tk20, but you will only need to follow this link.) Save this email; you will need it throughout the term. If you lose, delete, or do not receive this email, contact us and we will send you a new copy.

The documentation you will need to submit consists of three parts:

1. **Four formal observations**, all collectively documented in a form named “Observation Tracking.” In this form, for each observation you will be expected to simply log the date and time that you (a) met with the student to review and discuss their lesson plan, (b) observed their teaching, and (c) met with them after the observation to provide feedback. A blank for notes is available, but your student teacher will learn much more from your verbal feedback after the observation. Please use this space, but do not spend time extensively documenting the feedback you already gave in person.

   Observations should be roughly evenly spaced once the student teacher has begun meaningful instructional activities. You do not need to wait until they have assumed full teaching responsibilities to observe your ST. You may determine the exact dates of observations with your CT at your own discretion. And of course, we hope that you will provide high levels of feedback during post analysis or in the moment every time the ST teaches, not just during formal observations.

2 and 3. **A midterm and final evaluation.** The midterm and final are intended to be cumulative rather than based on a single evaluation, and are assessed using the FEET rubric, a hard copy of which can be found later in this document. All three parties—you, the student teacher, and their University Supervisor—will be completing midterm and final assessments of the CT’s progress, usually coinciding with the US’s second and fourth visits to observe the CT. Whenever possible, we recommend that the three of you meet together to complete the evaluations. Though we understand that your teaching schedule may not allow for this, it can be very valuable to see each other’s perspective; the US in particular may gain insight into aspects of the ST’s development not apparent from their infrequent visits to your school. It is not necessary that the three of you agree on the final score given.

* The few students engaged in the “old model” of student teaching will have six observations (see Appendix 1). A small number of students are engaged in a hybrid model and will have five. When you open the link to the student’s tk20 binder and open this observation tracking document, you will see how many observations are available for you to complete.
Each item on the rubric is given a score of 1 to 4 (unsatisfactory, developing, proficient, or advanced). A passing score for the final evaluation will involve zero individual criteria rated “unsatisfactory” and no more than two rated “developing.” If you do score your student teacher at a level below that of passing, it will be up to the University Supervisor to determine how to factor your assessment into the ST’s final grade. Places for notes and comments are provided, but again your ST will learn much more from your verbal comments during their evaluation meeting than from reading your notes much later.


Student Teacher Duties, Expectations, and Schedule

The full-time student teaching experience is intended as practice doing the real, full-time job. As such, we do not allow our students to enroll in coursework beyond student teaching itself and the associated weekly seminar meeting. We also expect our students to devote their full attention to their placements rather than continuing to work outside jobs, etc.

As a full-time experience, student teachers are expected to participate in any and all activities that you do as part of your full-time job as a music teacher. Obviously this includes all classes, in-service days, and other required events. Student teachers are expected to attend any parent-teacher conferences and similar scheduled activities; we understand if a situation with a particular family leads you to ask them to step out of a particular meeting, but if the family is at all agreeable with their presence, they will learn much from these activities too. Student teachers are expected to be at events outside of regular school hours that you need to attend, such as OSAA or musical rehearsals. (They will be keeping a time log, and may count extra hours there; this does not mean they can take make-up days off, however.) They are not required to attend music jobs you do outside of your school employment or extramusical activities you also perform. Examples () and non-examples () of activities they are expected to participate in include:

 Helping teach/lead musical rehearsals, OSAA, dress rehearsals and concerts, and other rehearsals and performances outside regular hours.
 Teaching zero hour jazz band.
 Participating in PD activities on a day when the students have no school.
 Helping you run German Club meetings. (Not music teaching.)
 Coaching youth orchestra or church choir sectionals. (Not part of the same job.)
 Serving as an unpaid pit musician in musical rehearsals and performances without gaining teaching experience. (Serving as a student or employee rather than a teacher.)

We want student teachers to be broadly and actively involved in the life of their school. Please make them aware of sporting and other events, and invite them to non-required school activities that you yourself find interesting. However, they are only required to participate in those activities that form a part of your full-time employment by your school district in teaching music.

Student teachers do not yet have a full teaching license, and as such they are not legally allowed to supervise students without their own supervision. Both the COE contract with your district and the
insurance policies covering all parties involved are predicated on the assumption that the ST is supervised by a licensed individual. The student teacher should never be placed in a situation where they are acting as the one responsible adult and teacher in the room. Ignoring incompetence or actual malfeasance by an ST, simple situations such as a student stumbling on a riser and spraining an ankle could lead to multiparty litigation if no licensed individual is supervising. For legal reasons, we have instructed our UO students to refuse to participate, stay in the office, and immediately call us if they are asked to teach in an inappropriate setting, even if it is the building principal asking them to do so.

This does not prohibit student teachers from working separately from you in situations where you can monitor and be reasonably said to be supervising their work. Examples of acceptable ( finns) and unacceptable ( δs) solo assignments for your student teacher include:

- Running the whole show when you are sick, with an administrator or licensed substitute in the room. (Your ST likely knows more about music than either of them.)
- Substituting for you without supervision.
- Teaching a quick one-on-one session in your office, in which you can check in on the situation from the classroom through the large window.
- Teaching a quick one-on-one session in your office which has no window.
- Leading a sectional in a nearby room you can hear.
- Leading a sectional in the auditorium 400 feet away.
- Leading class while you are in your office grading, out of the students’ line of sight but able to hear goings on.
- Leading class while you get a coffee in the teachers’ lounge on the other side of the building.

edTPA

edTPA is a portfolio-style standardized assessment of teacher readiness. Well more than half the states require students to complete edTPA to acquire a teaching license, including Oregon. edTPA requires that your student teacher complete a short unit, submitting three separately graded Tasks demonstrating their proficiency with planning, instruction, and assessment. As part of the second Task (instruction), they will need to make and submit videos of their teaching; the third Task (assessment) involves optional video submissions.

Completing and passing edTPA is entirely the task of the student teacher. However, they will need certain supports from you to successfully complete this job. Firstly, your ST will need to quickly select a class in which to teach their unit, track down demographic and other descriptive information about this class, and choose a topic for their unit. Secondly, edTPA has its own parental consent forms that STs need to distribute and collect, and your preexisting relationship with students’ parents will help greatly with this. (If your school or program has some for of blanket consent form covering publicity photos at school events, etc., this is insufficient; edTPA requires STs to upload completed scans specifically of their own proprietary forms.) Thirdly, the ST will need a minimum of five consecutive class days with the same students in which to deliver their instruction, class days early enough in their fieldwork to allow them to complete the extensive write-ups afterwards. Finally, although you must not actually do any of the writing or planning for them, your insights into your
students’ needs and abilities as applied to their specific plans will prove invaluable in helping them complete this task successfully.

edTPA is a large piece of work, and many student teachers simultaneously experience a great deal of anxiety about it while also procrastinating enough to compound their stress late in the placement. We have implemented practice versions of the assignments in their earlier Practicum experiences to familiarize them with the process, but completing their three Tasks within the term is still a large job. Perhaps the greatest way you can informally assist your ST with their edTPA work is simply to engage them in the thought process early in the term and make clear that you want to support them in successfully completing the project.
The CT in Practicum

If you have never hosted a full-time student teacher from UO before, you may wish to read the section on full-time student teaching first. The expectations for the fall and winter Practicum fieldwork are based on the full-time experience with alterations.

If you have hosted many UO students in Practicum courses over prior years and decades, please play careful attention to this document. The UO Music Education Practicum course underwent extensive changes in the 2021-22 and 2022-23 school years (see the Note on “Old” and “New” Practicum Placements below).

UO Music Education students participate as Student Teachers in Practicum courses during the Fall and Winter terms of their senior year, unless they are on individualized schedules that delay these placements. Each Practicum experience should engage the students for 8 hours per week: 1 of these hours will be completed in their weekly seminar class, and 1 to 3 of these hours may be spent grading, planning, consulting with you, etc. Thus, they will spend 4 to 6 hours per week in your classroom during the 10 weeks of UO’s academic term (finals are not included). The exact hours spent in your classroom and the students they work will be up to you and the ST to determine depending on your individual schedules.

Although some student teachers will have experience teaching private lessons, coaching sectionals, working at camps, or other teaching situations, for many the fall Practicum will be their first time working with actual students. As such, Practicum (and especially in the fall) will involve a fair amount of active observation. However, the Practicum experiences should go beyond that, involving students with coaching sectionals, leading warm-ups, leading rehearsals, and planning for instruction.

University Supervisors
The University Supervisor (US) is the third party in the student teaching placement. The US is a UO employee, either a faculty member or an experienced teacher hired to supervise student teachers (sometimes an experienced graduate student). They will visit your classroom to observe one class with your ST in the term, typically later in the placement. (For experienced CTs, this is a change—earlier Practicum courses did not involve a US.) Though the ST will learn the most from you and your students, officially the US is the instructor of their UO Student Teaching course and is responsible for issuing their final grade.

IEPs, 504s, and Confidentiality
The UO COE has a contract with your district spelling out, among other things, the details of student confidentiality, FERPA rights, etc. In short, student teachers are obliged to know and adhere to the accommodations and provisions specified in IEPs, 504s, and other individualized plans. They are also obliged to adhere to the same standards of student privacy and confidentiality that you and other school employees must abide by. At a practical level, while they are teaching in your classroom they must provide any specified accommodations, which necessarily means that they must know what they are.
We ask our student teachers to record their teaching extensively, and as part of instruction they will acquire student work and other FERPA-protected material. We require STs to store all such information on their UO-provided Microsoft OneDrive accounts. While OneDrive provides much the same functionality as their private Google Drive, DropBox, etc. accounts, UO maintains a contract under which Microsoft attests that they will maintain FERPA-compliant levels of security and restrict their AI from using stored files as training material, neither of which is guaranteed under the terms of service typical of free services.

Documentation, Assessment, and Grading
The vast majority of what student teachers learn from their fieldwork comes from direct interaction with students, from their in-the-moment and after-the-fact work with you, and from their own reflection. Knowing this, we have attempted to keep paperwork to a minimum.

Near the beginning of the placement—typically in the second or third week—you will receive an email from the COE’s archival system, tk20. This email will contain a direct link to the ST’s “binder,” the collection of documents associated with their fieldwork in that particular term. (You may hear your student teacher and their University Supervisor discussing logging in to tk20, but you will only need to follow this link.) Save this email; you will need it throughout the term. If you lose, delete, or do not receive this email, contact us and we will send you a new copy.

During a Practicum placement, you as the CT have only one formal observation to complete (though we of course know you will be observing, interacting with, and giving feedback to your ST each time they work with your class). You will be asked to document this single observation in tk20 using an Observation Tracking Form. In this form, you will simply log the date and time that you (a) met with the student to review and discuss their lesson plan, (b) observed their teaching, and (c) met with them after the observation to provide feedback. A blank for notes is available, but your student teacher will learn much more from your verbal feedback after the observation. Please use this space, but do not spend time extensively documenting the feedback you already gave in person.

Your ST’s University Supervisor will handle all grading. Please communicate any concerns with the student teacher’s progress to that individual.

Timeline and Schedule
Practicum is intended as a part-time version of full-time student teaching, in that the ST is expected to begin with a period of active observation, then take gradually more responsibility for planning, teaching, and assessing, leading to full leadership for a few weeks. Following this, they are expected to transition class leadership back to you by the end of the term.

Unlike full-time student teaching, though, the specifics of how this applies to your class may vary. If the ST’s schedule permits them to be at your class on Tuesdays and Thursdays but you teach on a rotating block schedule, they may not see the same students each week, and fully running the class may be inappropriate, for instance.

It is up to your professional discretion to decide the best way to adapt a part-time model to the ideals of a full-time placement. (Refer to the section on the CT in the full-time placement for additional
details on this situation.) Please feel free to consult with our team or the associated University Supervisor if you are unsure how to make this adaptation.

**Student Teacher Duties, Expectations, and Schedule**

In their Practicum experiences, STs are expected to actively participate in your agreed-upon classes during school hours. As active members of your community, we hope that you will invite them to participate in concerts, Festivals, rehearsals, and other events outside of school, and we hope that they will be interested. However, before the full-time placement, they have other classes, work schedules, and other commitments that may prevent them from involvement before school hours. If they do choose to participate, they may include participation in outside-school activities that you do as part of your music teaching (i.e., not German Club) job for the school district (i.e., not youth orchestra) on their practicum time log.

Student teachers do not yet have a full teaching license, and as such they are not legally allowed to supervise students without their own supervision. Both the COE contract with your district and the insurance policies covering all parties involved are predicated on the assumption that the ST is supervised by a licensed individual. The student teacher should never be placed in a situation where they are acting as the one responsible adult and teacher in the room. Ignoring incompetence or actual malfeasance by an ST, simple situations such as a student stumbling on a riser and spraining an ankle could lead to multiparty litigation if no licensed individual is supervising. For legal reasons, we have instructed our UO students to refuse to participate, stay in the office, and immediately call us if they are asked to teach in an inappropriate setting, even if it is the building principal asking them to do so.

This does not prohibit student teachers from working separately from you in situations where you can monitor and be reasonably said to be supervising their work. Examples of acceptable (✓) and unacceptable (✗) solo assignments for your student teacher include:

- ✓ Running the whole show when you are sick, with an administrator or licensed substitute in the room. (Your ST likely knows more about music than either of them.)
- ✓ Substituting for you without supervision.
- ✓ Teaching a quick one-on-one session in your office, in which you can check in on the situation from the classroom through the large window.
- ✓ Teaching a quick one-on-one session in your office which has no window.
- ✓ Leading a sectional in a nearby room you can hear.
- ✓ Leading a sectional in the auditorium 400 feet away.
- ✓ Leading class while you are in your office grading, out of the students’ line of sight but able to hear goings on.
- ✓ Leading class while you get a coffee in the teachers’ lounge on the other side of the building.

**edTPA**

edTPA is a portfolio-style standardized assessment of teacher readiness. UO Music Education students complete edTPA during their full-time placement in the Spring Term, but the seminar classes that are co-requisite with Practicum often include course assignments that replicate the work of one or more parts of edTPA to prepare them for this lengthy and involved project. Although they should
communicate any related needs to you proactively, please check in with your student teacher about
any specific needs related to edTPA practice Tasks they have been assigned. Such needs might include
demographic information about the class or school, a set number of lessons to teach (not necessarily
lasting the entire period), assessments to plan and give, etc.

Any assignments in this vein during Practicum will be UO coursework rather than TSPC requirements.
If you have questions or concerns that you would not rather relay through the student teacher, you
can send them to our team (see the Introduction), to your ST’s University Supervisor, or to the
instructor of the Seminar (whose identity you can also find out from us, the ST, or the US).
Appendix 1: A Note on “Old” and “New” Practicum Placements

Prior to the 2021–22 school year, UO Music Education students completed three terms of Practicum during their junior and senior years, each a co-requisite with another course. These were lighter, less involved experiences and frequently consisted mostly or exclusively of observation with minimal active teaching. These experiences were not mediated by the UO COE or the school districts, nor was there a University Supervisor involved.

Beginning in 2022–23, UO Music Education students now engage in the new model of Practicum described in this document. Designed as a part-time version of student teaching, students spend 8 hours per week in fieldwork components, including time in your school, participating in the accompanying seminar course, planning for instruction and perhaps grading, consulting with you, etc. A minimum of 4 hours weekly, though ideally more, should be active participation in your classroom. The COE and each district set up the new Practicum experience, a University Supervisor is assigned to observe the student teacher, and all three parties—the student teacher, CT, and US—have documentation to complete.

The TSPC has requested we use the term “Practicum” for the new experience as well as the old, and this common nomenclature has generated some confusion about which version each student should complete and the level of student teachers’ involvement during their time in your class. Unless we have communicated with you specifically, you are supervising a student teacher in the new model. We apologize for any confusion the shared name may generate for our veteran CTs who have hosted many students for the less formal experiences in the past.

Because of the disruption generated by COVID-19 and other factors, we do have a few students who began in the old model and will be completing their fieldwork under those expectations. By the time you receive this document, we will have already let you know if this is the case with your student teacher. All other student teachers experience the new, more in-depth Practicum described in this document.
Appendix 2: Key Terms and Abbreviations

**Active Observation**—In placements’ first weeks, students should be doing more than merely watching. Generating questions for you is a part of this (“Why’d you do that? I would have thought…”). I ask my string students to jump in and correct a bow hand in the back row, help tuning, guide a student who has lost their place, and otherwise demonstrate usefulness and a sense of what is needed in each moment.

**Binder**—The specific collection of documents in tk20 (see below) associated with each student teacher in each of their fieldwork terms. Once created, this will be visible to you as a web page.

**COE**—UO College of Education

**CT**—Cooperating Teacher, a.k.a., you

**edTPA**—A private, portfolio-style standardized assessment of teacher candidates’ readiness. Currently, the TSPC requires teacher candidates to receive a passing score on edTPA to gain licensure.

**FEET**—Framework for Equitable and Effective Teaching, the rubric specified by the COE to score student teachers’ midterm and final evaluations.

**Practicum**—The part-time fieldwork experiences UO Music Ed students experience in the Fall and Winter Terms.

**SOMD**—UO School of Music and Dance

**tk20**—The COE’s archival software system through which you (and your student teacher and their US) will submit all paperwork.

**ST**—Student Teacher

**TSPC**—Oregon’s Teacher Standards and Practices Commission, the governmental body that oversees teacher licensure (though of course you knew that).

**US**—University Supervisor, the UO employee who will visit your classroom to observe and evaluate your student teacher.
Appendix 3: The FEET Rubric

The FEET (Framework for Equitable and Effective Teaching) rubric is used by you, the University Supervisor, and the student teacher to complete midterm and final evaluations during the full-time placement. You will actually complete and submit both evaluations on tk20, the COE’s archival system. However, for your earlier reference, here are the points on which you will be evaluating your ST and the descriptions of each level of their performance.


A passing score for the final evaluation will involve zero individual criteria rated “unsatisfactory” and no more than two rated “developing.” Opportunities to record notes are available after each of the four rubric categories, but your verbal, in-the-moment feedback will be far more helpful to your student teacher than what you record here.

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory indicators</th>
<th>Developing indicators</th>
<th>Proficient indicators</th>
<th>Advanced indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Community</strong></td>
<td>Engage students in an inclusive and supportive learning community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Establish respectful and productive relationships with students and families.</td>
<td>Dismisses students’ culture and community through deficit language or lack of acknowledgement. Demonstrates apathetic or negative interactions with students and/or families. Interactions among peers reflect bullying, disrespect, and/or bias. Communicates negative beliefs of students’ ability to learn. Models poor communication skills.</td>
<td>Demonstrates respect in interactions with students. Engages in interactions with students that are formal and/or distant. Communicates belief in the capacity of all students to learn. Models effective skills in listening, clarifying, and mediating. Poses questions to students and parents/families about students’ interests and needs.</td>
<td>Demonstrates interest, value, and respect for students’ home cultures and communities. Demonstrates positive rapport with students and facilitates positive rapport between students (e.g. empathy, patience, caring). Communicates belief in capacity of all learners to achieve at high levels (e.g. college and career readiness, high expectations). Communicates with parents/families to gather information on student needs, provide support, and share data about student progress.</td>
<td>Solicits information about student and family interests and values and provides positive reinforcement about importance of such interests. Collaborates with students to set classroom norms that facilitate positive rapport between peers and between the teacher and students. Engages students in articulating their own beliefs in their capacity to achieve at high levels. Holds self and students accountable for the use of active listening, clarifying, mediating, and advocating for self and others. Engages students and parents/families in identifying school, home, and community resources that may support student learning.</td>
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<tr>
<th>1.2 Use equitable classroom management strategies.</th>
<th>Implements behavior management strategies inconsistently. Uses negative and/or punitive classroom management strategies. Allows inappropriate student behavior. Uses inefficient transitions that result in loss of instructional time. Materials for learning are not available or easily accessible.</th>
<th>Implements a behavior management system that is inconsistent and/or lacks accountability. Uses classroom management strategies that are developmentally appropriate. Addresses inappropriate student behavior, but does not provide a consequence. Implements inconsistent transition strategies that result in diminished instructional time. Uses inefficient and/or disorganized process to ensure students have appropriate materials for learning. Uses teacher-centered approaches in developing classroom community.</th>
<th>Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student accountability (e.g., precise directions, positive narration, rewards/consequences). Ensures students follow behavior norms by promptly redirecting inappropriate behaviors and enforcing consequences. Uses predictable transition strategies effectively to maximize time on task. Uses an efficient process to ensure students have appropriate materials for learning. Incorporates student voice and choice in developing classroom community.</th>
<th>Engages students in developing a predictable and proactive behavior management system that promotes student empowerment and accountability to self and peers. Uses creative transition strategies that promote student efficacy, reinforce content learning, and maximizes time on task. Maximizes a community-based learning environment that promotes safety, access, and opportunities for individual and collective learning. Provides opportunities for students to develop and monitor classroom norms. Engages students in analyzing their own behavior and settling short and long terms behavioral goals.</th>
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<tr>
<td>1.3 Actively engage students in learning.</td>
<td>Gives few opportunities for active engagement and students demonstrate limited participation. Incorporates learning experiences that are dominated by one teaching or learning style. Provides learning experiences that are focused on rote learning.</td>
<td>Relies on a limited number of engagement strategies, often resulting in lack of student participation. Provides learning experiences that target one or two learning styles. Provides opportunities for students to collaborate with one another.</td>
<td>Uses a variety of active engagement strategies (e.g., interactive technology, manipulatives, realia, total participation techniques) to ensure equitable student participation. Provides learning experiences that target multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal. Provides opportunities for students to experience joyful learning that includes discovery, application, and/or collaboration.</td>
<td>Varies role in instructional process, assuming role of instructor, facilitator, and learner. Consistently incorporates multiple learning styles in learning experiences and demonstrates metacognition about the importance of incorporating multiple learning styles. Creates an environment that is filled with joyful learning including high-level thinking, active participation, application, creativity, and project-based learning.</td>
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## Strategic Planning
Plan measurable standards- and outcome-based lesson and unit plans.

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<tr>
<th>Unsatisfactory indicators</th>
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<th>Proficient indicators</th>
<th>Advanced indicators</th>
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<tbody>
<tr>
<td>2.1 Use backward design curriculum planning to develop units of study.</td>
<td>Identifies big ideas, essential content concepts, and enduring understandings, but they may not illustrate relevance to students’ prior experience and diversity.</td>
<td>Identifies big ideas, essential content concepts, and enduring understandings.</td>
<td>Identifies big ideas, essential content concepts, and enduring understandings that develop global and cultural awareness, civic and personal responsibility, and are relevant to students’ experiences.</td>
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<td>Incorporates a general focus that is disconnected from students’ prior experiences and diversity.</td>
<td>Creates logical and connected units of study that are aligned to relevant content and language standards.</td>
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<td>Lacks a logical sequence and/or is missing important elements of standards-based instruction.</td>
<td>Uses, modifies, supplements, or adjusts district-approved curriculum to plan standards-based learning goals and adapt curriculum to students’ needs.</td>
<td>Uses, modifies, supplements, or adjusts district-approved curriculum to plan learning goals, adapt to learning needs of students, and build on students’ interests and background knowledge.</td>
<td>Uses, modifies, supplements, and adjusts district-approved curriculum to plan learning goals, adapt to learning needs of students, and build on students’ interests and background knowledge.</td>
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<tr>
<td>Does not use district-approved curriculum to plan learning goals.</td>
<td>Includes materials and resources that reflect student diversity and/or reinforce stereotypes of diverse groups.</td>
<td>Includes materials and resources that reflect the culture(s) of students, expose students to a variety of cultures, and challenge systemic inequities that marginalize diverse groups.</td>
<td>Includes materials and resources that reflect the culture(s) of students, expose students to a variety of cultures, and challenge systemic inequities that marginalize diverse groups.</td>
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<tr>
<td>Includes materials and resources that do not reflect student diversity and/or reinforce stereotypes of diverse groups.</td>
<td>Designs unit performance tasks that are misaligned from unit goals and lack rigor.</td>
<td>Designs rigorous and relevant unit performance tasks that incorporate student choice and voice.</td>
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<td>Uses standardized unit assessments (e.g., multiple choice) that do not include performance tasks.</td>
<td>Develops a sequence of lessons that are at loosely connected to unit goals.</td>
<td>Develops a sequence of lessons aligned to unit goals.</td>
<td>Develops a sequence of lessons that are aligned to unit goals, unit standards, and district scope and sequence/benchmarks.</td>
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<td>Designs a sequence of lessons that are misaligned from unit goals.</td>
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<td>2.2 Design measurable, challenging, and relevant lessons.</td>
<td>Lacks clear and measurable content and language objective. Designs a lesson plan that lacks alignment to lesson objectives and assessments. Develops learning experiences that lack rigor and challenge. Develops homogenous lessons that are not inclusive of student diversity.</td>
<td>Sets content and language objective that is unclear and/or lacks alignment to unit goals. Loosely aligns lesson plan sequence to lesson objectives and assessment methods. Incorporates basic critical thinking skills in lesson experiences. Draws on surface level student diversity (e.g., celebrations, customs, holidays, etc.) to design lessons.</td>
<td>Sets clear, rigorous content and language objective based on unit goals and measurable learning outcomes. Creates a logical sequence in lesson plan, with each component aligning to lesson objectives and assessment methods. Designs learning experiences that require students to use higher-order thinking strategies (e.g., including analyzing data, thinking creatively, developing and testing innovative ideas, problem solving, synthesizing knowledge, and evaluating conclusions). Draws on student diversity (e.g., race, ethnicity, gender, abilities, sexual orientation, religion, culture) to design lessons that reflect the culture(s) of students, counteract stereotypes, and incorporate the histories and contributions of diverse populations.</td>
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<td>2.3 Analyze and develop assessments and use data to plan instruction.</td>
<td>Develops assessments with little or no focus on validity, reliability, and/or bias. Designs assessments that focus on summative assessment of rote learning with little or no focus on formative assessments. Uses informal anecdotes to guide planning and set expectations for student learning. Develops learning experiences that are similar for all students with no differentiation for students’ individual or collective needs by subgroup.</td>
<td>Analyzes assessments for bias. Develops summative assessments to gather data on students’ knowledge and skills with limited or no focus on formative assessments. Sets unit goals based on identified standards. Incorporations learning experiences that include differentiation for individual learning needs with little focus on subgroups. Uses data points to identify students’ progress toward learning goals.</td>
<td>Analyzes assessments for validity, reliability, and/or bias. Develops various formative and summative assessment tools to gather comprehensive data on students’ knowledge and skills. Uses student assessment data to set SMART goals (specific, measurable, attainable, realistic and timely). Uses assessment data to design differentiated learning experiences for diverse learners (e.g. ELL, special education, gifted). Uses assessment data to analyze trends in student progress, identify strengths and needs, and set individual learning goals.</td>
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### Instructional Strategies
Establish and meet high expectations for student achievement.

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</table>
| 3.1 Set context for lesson.                                     | Posts content objective only, and/or does not share objective with students during the lesson.  
  Begins lesson without providing a rationale for lesson.  
  Lesson is disconnected from real-world application, focusing on rote skills.  
  Lacks clarity when communicating performance expectations. | Posts, previews, and reviews clear, rigorous, measurable content and language objectives (CLOs).  
  Provides rationale that connects content to students’ background experiences, prior content knowledge, skills, and/or interests.  
  Promotes real-world application that facilitates college and career readiness.  
  Clearly defines performance expectations orally and in writing using student-friendly language. | Engages students in previewing and reviewing standards and content and language objectives (CLOs).  
  Facilitates student development of the rationale for lesson related to big ideas and essential questions.  
  Engages students in making real-world connections to the content through their own lenses, and emphasizes college and career readiness.  
  Clearly defines performance expectations and encourages students to provide input into performance expectations. |
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<tr>
<th>3.2 Facilitate clear and rigorous learning experiences.</th>
<th>Explains representations of content incorrectly or with lack of clarity. Incorporates one element of gradual release cadence (I do, we do, you do). Lesson components are disconnected from lesson objectives. Paces lesson inadequately, resulting in low student engagement and/or misbehavior.</th>
<th>Explains and represents content in a manner that is unclear and redundant. Uses elements of gradual release cadence (I do, we do, you do), however some elements require additional depth and time. Lesson components are loosely connected to lesson objectives. Paces the lesson inconsistently causing fluctuations in student progress due to need for additional modeling or practice, or accelerated learning.</th>
<th>Provides clear, concise, and comprehensive explanations and representations of content. Uses gradual release lesson cadence (I do, we do, you do) to scaffold students' independent application of learning. Aligns learning experiences to objectives. Adequately paces learning experiences by attending to student learning cues.</th>
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<td>3.3 Promote rigorous academic talk.</td>
<td>Dominates discussions with students with little or no participation from students. Poses closed-ended questions to students or poses high-level questions and answers own questions. Provides own perspective and neglects to engage students in the discussion.</td>
<td>Uses discussion strategies to engage students in talk related to content learning. Facilitates academic conversations by posing high-level questions, however does not probe student responses. Encourages students to contribute their own perspectives to discussions related to learning goals.</td>
<td>Promotes high-level thinking by holding students accountable for using precise language, making accurate claims, and articulating sound reasoning. Facilitates academic conversations by posing high-level questions and asking students to explain their thinking (e.g., elaborate, clarify, provide examples, build on or challenge ideas, paraphrase, synthesize). Encourages students to contribute their own perspective, use multiple perspectives, and ask probing questions.</td>
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<td>Uses discussion strategies to promote high-level thinking, including accountable talk, academic conversations, and metacognitive strategies. Facilitates academic conversations by using instructional strategies that engage students in asking their peers high-level questions and probing their responses. Encourages students to take academic risks by offering novel and critical ideas, building on and extending peers' ideas, and challenging peers to demonstrate high-level thinking.</td>
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<td>3.4 Make content and language comprehensible for all learners.</td>
<td>Makes negative comments or prohibits students’ use of native language in understanding academic content and language. Uses few materials, resources, and tools to support language development. Gears content learning to native speakers with no modifications for students needing scaffolding for language development.</td>
<td>Allows students to use their native language to understand content. Uses materials, resources, and tools that support students’ language development across proficiency levels. Makes content comprehensible through visual representations and modeling.</td>
<td>Makes strategic use of students’ first language and/or uses materials in students’ home language to increase comprehension of language and content. Incorporates a variety of manipulatives and realia that support content learning, language development, and multiple learning styles. Makes content comprehensible through visual representations, explicit vocabulary support, graphic organizers, total physical response, and modeling.</td>
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<td>3.5 Use formal and informal assessment data to monitor student progress toward learning targets.</td>
<td>Focuses on lesson components rather than measuring or recording progress toward lesson objective. Provides superficial feedback to students about progress, errors, or misconceptions. Uses few checks for student understanding and is therefore unable to adjust instruction accordingly.</td>
<td>Collects and records general information about class and student progress toward lesson objectives. Continuously assesses students’ progress toward lesson objectives. Provides feedback about collective progress, though feedback may be general and/or infrequent. Monitors student progress by checking for understanding, though checks may be infrequent and/or vague.</td>
<td>Collects data on individual student progress toward meeting learning objectives and analyzes data to adjust instruction for individuals and subgroups. Engages students in continually assessing their own progress toward lesson objectives. Provides students with frequent, timely, specific, and individualized feedback. Consistently checks for understanding and adjusts instruction according to evidence of student learning.</td>
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</table>
3.6 Differentiate instruction to challenge students and meet diverse student needs.

Lessons are standardized for all students and do not differentiate according student needs, nor do they allow for differentiation of content, process, or product. Does not provide interventions, accommodations, or modifications according to IEPs and other legal documents. Does not acknowledge support specialists, or does not incorporate their recommendations.

Uses assessment data to differentiate instruction for individual student needs. Groups students according to perceived ability levels rather than student work or assessment data (e.g., low, middle, high). Presents the same option for all students in relation to content, process, or product. Makes extensions and accommodations available to students, but may not target specific student needs.

Uses assessment data to differentiate instruction according to students’ levels of language and academic proficiency, learning styles, or interests. Implements flexible grouping strategies to meet instructional learning objectives and diverse student needs. Presents options for differentiated content, process, or products that allow students to engage in self-directed learning. Collaborates with support specialists to develop and apply specific accommodations for individual students based on language needs, IEPs, and other legal requirements.

Uses assessment data to differentiate instruction according to individual student needs and subgroup needs to accelerate student learning. Implements flexible grouping using evidence of student learning to meet individual student and subgroup needs. Provides students choice of differentiated content, process, or products based on interests and academic readiness. Collaborates with support specialists to design lesson experiences and accommodations that meet individual student learning needs.

### Teacher Leadership

**Lead by exemplifying standards of professional practice.**

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<tr>
<th>4.1 Meet professional standards of practice.</th>
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<tr>
<td>Violates ethical and legal responsibilities for students’ learning, behavior, safety, and/or confidentiality as specified in local, state, and federal statutes. Exhibits professional demeanor that violates school, district, and/or university policy. Demonstrates a pattern of repeated errors of standard language in written, verbal, nonverbal, and/or electronic communication.</td>
<td>Adheres to ethical and legal responsibilities for students’ learning, behavior, safety, and confidentiality as specified in local, state, and federal statutes. Exhibits professional demeanor in accordance with school, district, and/or university policy. Demonstrates few errors of standard language in written, verbal, nonverbal, and/or electronic communication.</td>
<td>Adheres to ethical and legal responsibilities for students’ learning, behavior, safety, and confidentiality as specified in local, state, and federal statutes. Maintains professional demeanor (e.g., business-like appearance, positive relationships &amp; collaboration, appropriate boundaries) in accordance with school, district, and/or university policy. Uses standard language in written, verbal, nonverbal, and/or electronic communication.</td>
<td>Adheres to ethical and legal responsibilities for students’ learning, behavior, safety, and confidentiality; follows procedures as specified in local, state, and federal statutes; and shares knowledge with colleagues to support safe school-wide learning community. Maintains professional demeanor in all interactions that facilitates personal connections, and appearance follows norms for business attire. Uses standard language in written, verbal, nonverbal, and/or electronic communication with colleagues, members of the school community, students, and families and supports colleagues in doing the same.</td>
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4.2 Demonstrate professional growth and commitment.

| Displays closed-minded and self-centered perspectives and dismisses the contributions and strengths of others. Sets abstract, complex, and unrealistic goals that are not based on feedback or data. Demonstrates unreliable participation in school initiatives. | Indicates openness to learning from others, however, at times is perceived as being resistant to feedback. Sets goals that are based on feedback and data, but are unrealistic or not actionable. Participates in school initiatives. | Demonstrates openness and flexibility by taking a learner-stance in interactions with peers, faculty, students, families, and colleagues. Analyzes practice for continuous improvement by using feedback and data to set clear and measurable goals to improve instruction and student learning. Participates in school, district, and community initiatives (e.g., professional development opportunities, school events, community-based activities). | Actively solicits feedback from peers, faculty, students, families, and colleagues to improve teaching and learning. Uses feedback and data to set clear, rigorous, and measurable goals based on feedback from supervisors, colleagues, and students. Advocates for and contributes to school, district, and community improvement initiatives. |

[End of rubric]