Music Education Handbook

v. 2020 - 2021

Prepared by Dr. Laura Stambaugh, Head, Music Education Area

June 2020
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Overview

As a Music Education major, you are responsible for meeting the requirements of the following governing agencies:

- GSU Department of Music
- GSU College of Education
- Georgia PSC (Professional Standards Commission- oversees teacher certification)

The Music Education faculty and College of Education faculty and staff will guide you through the process of becoming a certified music teacher. However, it is ultimately YOUR RESPONSIBILITY to meet the requirements of these agencies. You can find details about these requirements using the following resources:

- **Department of Music**: Music Student Handbook, which is available on the Department of Music website. *Most notably, don't fail the same required class two times.*
- **College of Education**: Search for “Undergraduate Teacher Education”. On this site, you will find the specific requirements for applying to be a teacher candidate, requirements for Student Teaching, requirements for GACE Program Admissions Tests, edTPA, background checks, liability insurance, etc.
- **PSC**: Search the web for GA PSC. Then look for teacher certification. You will create a PSC account while you are enrolled in EDUC 2120.

Admission and Retention in the Teacher Education Program

Your application to the Teacher Education Program is the same application as for state Pre-Service Certification. Typically, you’ll do this while you are enrolled in the second College of Education class, EDUC 2120. Once you are admitted to the Teacher Education Program during EDUC 2120, your GPA is checked every semester to make sure you are retained in the TEP. If your GPA drops below 2.5, your Pre-Service Certificate is invalid until it meets 2.5+. While your certificate is invalid, you are not able to be in public schools, and therefore not able to enroll in any course with a required field experience component.

The following section is in the Undergraduate Catalog in the College of Education section and on their website if you search for “Teacher Education Program”. It is printed in its entirety here because it contains important requirements set by the state of Georgia, in order for you to keep moving forward in the Music Education degree.

“In order to be admitted into the Teacher Education Program (TEP), an **undergraduate student** must have:

1. Earned a cumulative GPA of 2.50 or better on all Georgia Southern coursework, as well as any transfer and transient credit hours which have been accepted by Georgia Southern.
2. Earned a minimum of 50 credit hours in Core Curriculum courses including Area F Professional Education Block courses.
3. Completed Area A1, Area A2, and Area F coursework (including the Pre-Professional Block) with a minimum grade of “C”.
4. Completed a MyPSC account with the Georgia Professional Standards Commission and claimed Georgia Southern University as the program provider.
5. Successfully completed the GACE Program Admission Assessment examination or be exempted by SAT/ACT/GRE scores.
6. Successfully completed the Georgia Educator Ethics Assessment.
7. Successfully completed the Pre-Professional Block TEP Admissions Folio Review.
8. Earned a passing evaluation on Area F field experience rubrics. Any student who does not successfully complete the field component of the Area F courses may apply through the Office of Initial Educator Preparation and Assessment to attempt this field experience again. This field experience will be repeatable as field placements are available and must be completed successfully within three attempts, including the original attempt.

9. Submitted proof of liability insurance.

10. Apply for and receive a Preservice Certificate from the Georgia Professional Standards Commission. [https://coe.georgiasouthern.edu/advisement/certification/pre-service-certification/](https://coe.georgiasouthern.edu/advisement/certification/pre-service-certification/)

11. Maintain an active account with the College of Education’s electronic assessment and data management system.

All of the following requirements must be met for retention in the Teacher Education Program at the undergraduate level:

1. Students must maintain an overall cumulative GPA of 2.50 or better.
2. Students must earn a minimum grade of “C” in all professional education and all teaching field coursework.
3. Students must successfully complete all field experiences.
4. Students must not have been found in violation of the Georgia Southern Student Conduct Code. Reviews will be made on a case-by-case basis based on the seriousness of the violation and with regard to consistency.
5. Students must not have violated the Georgia Professional Standards Commission’s Code of Ethics for Professional Educators. Students must abide by this Code of Ethics and report any violations to the Georgia Professional Standards Commission.
6. Students must be making satisfactory progress toward meeting program objectives. Program faculty will be responsible for monitoring student progress and providing guidance to students who may be having difficulty meeting retention requirements.
7. Students must maintain liability insurance.
8. Students must maintain an active account with the College of Education’s electronic assessment and data management system.

**GPAs for Student Teaching**

Your overall GPA needs to be 2.5 or higher. In addition, you need a Teaching Field/Professional Education GPA of 2.75 in order to student teach. This is the section of classes listed in DegreeWorks under the blue header “Major in Music Education”. The courses in this sub-GPA are EDUC 2110, 2120, 2130; SPED 3333; and MUSC 2621, 3232, 4532, and 4611.

**Special Education class**

The state PSC (Professional Standards Commission) set a new rule on the passing grade for the introduction to special education course. In all other courses for the major, you need to earn a C or higher. However, **YOU NEED TO EARN A B OR HIGHER in the special education class**. This rule went into effect on July 1, 2019.
Yearly To-Do list

Freshmen Year

- Keep your GPA above 2.50. Stay “on-track” (don’t fail any Music courses).
- Send a copy of your SAT or ACT scores to Dr. Stambaugh.
- If your SAT reading + math score was 1000 or higher, you don’t need to take the GACE Program Admission Assessment. Or, if your ACT English + math score was 43 or higher, you don’t need to take the Program Admission Assessment. If your scores were lower than this, you need to take the GACE Program Admission Test. See the Student Success Center>Helpful Links [http://coe.georgiasouthern.edu/ssc/helpful-links/](http://coe.georgiasouthern.edu/ssc/helpful-links/)
- At Advising time for Spring Semester, email Ms. Shankar/Dr. Sedberry and Dr. Stambaugh your intention to enroll in the first Pre-Professional Block course (PPB Course in College of Ed), EDUC 2130.
- Schedule an advising appointment with Dr. Stambaugh during spring semester.

Sophomore Year

- Keep GPA above 2.5 “overall”.
- Keep your GPA in education and music education classes (EDUCs, Intro to Music Ed) above 2.75.
- Enroll in SPAGE Liability Insurance (Student Professional Association of Georgia Educators), with assistance of College of Education $15.
- Have access to a reliable vehicle on Friday mornings.
- Take and pass GACE Ethics Assessment #350 ($30). You will learn more in PPB classes.
- Apply for PreService Certification with assistance in EDUC 2120. This process is concurrently with your applicant to the Teacher Education Program (TEP).
- Give a copy of your PreService Certificate to Dr. Stambaugh.

Junior Year

- Keep GPA above 2.75 in all education and music education classes.
- Re-enroll in SPAGE Liability Insurance $15.
- Be making solid progress towards your Graduation Recital.
- Start thinking about where you will live when you Student Teach. If you sign a lease in January for your Senior Year, this overlaps with Student Teaching.
- In April, register to take GACE Content Assessments Music during the summer ($193).

Senior Year

- Keep GPA above 2.75 in all education and music education courses.
- Pass your Graduation Recital.
- Re-enroll in SPAGE Liability Insurance $15.
- Submit Student Teaching Application in early September or early February.
- $275 fee for Student Teaching
Summary of Field Experiences in Music Education

***All courses that include a field experience component must be taken on your home campus.***

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Hours</th>
<th>Level</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2130 Exploring Teaching &amp; Learning</td>
<td>Fall Sophomore</td>
<td>10-20</td>
<td>Any</td>
<td>any</td>
</tr>
<tr>
<td>EDUC 2120 Diversity in Educational Contexts</td>
<td>Spring Sophomore</td>
<td>10-20</td>
<td>Any</td>
<td>any</td>
</tr>
<tr>
<td>EDUC 2110 Investigating Critical Issues in Education</td>
<td>Fall Junior</td>
<td>10-20</td>
<td>Elementary</td>
<td>General music</td>
</tr>
<tr>
<td>MUSC 3232 Elementary Music Methods</td>
<td>Fall Junior</td>
<td>30</td>
<td>Elementary</td>
<td>General music</td>
</tr>
<tr>
<td>MUSC 4532 Secondary Music Methods</td>
<td>Spring Junior</td>
<td>20</td>
<td>Middle school or High school</td>
<td>Outside emphasis</td>
</tr>
<tr>
<td>MUSC 4611/4891 Seminar in Music Education/Internship I</td>
<td>Fall Senior</td>
<td>40</td>
<td>Middle school or High school</td>
<td>Emphasis</td>
</tr>
<tr>
<td>MUSC 4799 Clinical Practice/Student Teaching</td>
<td>Spring Senior</td>
<td>620</td>
<td>Any</td>
<td>Emphasis</td>
</tr>
<tr>
<td>ongoing</td>
<td>All semesters, summers</td>
<td>200+</td>
<td>All</td>
<td>All</td>
</tr>
</tbody>
</table>

Guidelines for Sharing Health Information w/ Mentor Teachers

While you are in someone else’s classroom, remember that their primary responsibility is to their K-12 students. Your teacher has chosen to take on the additional responsibility of mentoring you toward becoming a teacher. That relationship has some tricky boundaries you need to navigate. Remember that your mentor teacher is not an equal friend to you. This is a supervisory relationship and mentor teachers have a lot of responsibilities to many people. **If you have a condition that could affect your health while you are observing, that is something your mentor teacher should know.**

For example, you have diabetes and have trouble managing your blood sugar in the morning. However, if you have a mood disorder such as depression or anxiety, it is your responsibility to manage that, not the mentor teacher’s responsibility. **YOU NEED TO BE A TEACHER TO THE CHILDREN IN THAT CLASSROOM.** This means being on time, well-groomed, having a positive demeanor, and having energy to absorb the challenges that children bring. This is the job you are preparing for. Mental and physical conditions are NOT excuses for being unprofessional. Having said that, I appreciate the new level of awareness and compassion for mental health illnesses. These guidelines are not about shame. Instead, the guidelines are here because the world is trying to figure out how to manage what to share with whom. Remember that your mentor teacher is not an equal friend to you. This is a supervisory relationship and mentor teachers have a lot of responsibilities to many people.
Music Education Field Experience Procedures

1. You will receive the name and contact information for your mentor teacher (Clinical Supervisor, CS). Email him or her that same day.
   - In the Subject line, write something like “GSU Field Experience.”
   - In the body of the email, introduce yourself as a music education major at GSU.
   - Tell the CS your primary performance area and that you are looking forward to learning from him/her and his/her students.
   - Ask if you can make your first observation on __________ from X:XX – XX.

2. Google the school’s website and save the school’s phone number. DO NOT TRUST A MAP APP OR GENERIC WEBSITE TO HAVE THE CORRECT ADDRESS. Write down the address and directions, if you need them.

3. Dress professionally and wear your GSU name tag. Every person you meet could be related to a job interview you want in the future!

4. Leave extra time to get there, in case you get lost or can’t figure out where to park. Being “on time” really means “being early”.

5. Go to your first observation. If you need to cancel or are running late, CALL THE SCHOOL AND LEAVE A MESSAGE FOR THE MUSIC TEACHER!!!! You should not be cancelling unless you are really sick with a fever or vomiting. Catching up on homework or sleep are NOT reasons to miss your scheduled time.

6. When you get there, sign in at the Office and ask directions to the Music Room. You might have to put on an additional Visitor’s name tag.

7. If the class is already in session, enter the classroom quietly without knocking. Find an unobtrusive place to sit and observe. TAKE NOTES while observing.

8. After that, things vary: you may be observing or participating with children, or providing small group instruction, or leading segments of the class. Your mentor teacher doesn’t have much time between classes, so HELP HIM/HER GET READY FOR EACH CLASS. You may not have time to ask a lot of questions. Consider emailing a couple questions later in the day. Your CSs are doing this out of the goodness of their professional and personal hearts, so be respectful and appreciative of their time.

9. When it is time to leave, sign out of the Office.
This rubric or one similar to it will be used by the Clinical Supervisor to evaluate your performance in field experiences.

Professional Behaviors and Dispositions Assessment (PBDA)

<table>
<thead>
<tr>
<th>Name ___________________________</th>
<th>Evaluator ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date ___________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Collaboration</th>
<th>Does Not Meet Expectations (0)</th>
<th>Developing (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher or teacher candidate collaborates with others.</td>
<td>Acknowledges verbally or in writing a reluctance or unwillingness to collaborate with others OR is confrontational, argumentative, or unwilling to cooperate with others in collaborative settings</td>
<td>Acknowledges verbally or in writing the need for or the importance of collaboration but does not engage in productive, collaborative work</td>
<td>Collaborates with others AND makes positive contributions toward productive, collaborative work</td>
<td>Actively seeks opportunities to collaborate with others AND makes positive contributions to collaborative work</td>
</tr>
<tr>
<td>CAEP 1.1; InTASC CrossCutting Themes 1(k), 3(k), 3(l), 3(nn), 5(u), 5(v), 6(m), 7(l), 8(s), 9(l), 10(k), 10(l)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Attitude</th>
<th>Demonstrates a negative attitude</th>
<th>Demonstrates a positive attitude under typical circumstances, but response to challenging situations is often unpredictable</th>
<th>Demonstrates a positive attitude in typical AND challenging situations.</th>
<th>Demonstrates a positive attitude in typical AND challenging situations AND is proactive in promoting positive attitudes among others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher or teacher candidate demonstrates a positive attitude.</td>
<td>Example: Gossips or complains excessively or engages in other negative discourse</td>
<td>Example: Requires guidance to seek positive solutions for challenging situations</td>
<td>Example: Focuses on positive outcomes when faced with challenging situations; avoids complaining; is pleasant to others; faces challenges or problems with a demeanor of hope or optimism; exhibits flexibility and openness while working with colleagues</td>
<td>Example: Views constructive criticism as an opportunity for growth; recognizes the strengths in others rather than their deficits.</td>
</tr>
<tr>
<td>CAEP 1.1; InTASC 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: This criterion is measurable only by observation of the candidate’s behaviors. Examples are provided but are not intended to be inclusive of all behaviors related to the criterion.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Relationships with Adults</th>
<th>Acts toward others in ways that are disrespectful or inappropriate</th>
<th>Generally maintains positive relationships with adults, with few lapses</th>
<th>Maintains positive relationships with adults at all times</th>
<th>Maintains positive relationships with adults at all times AND is proactive in creating and promoting an environment that is mutually respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher or teacher candidate maintains positive relationships with adults (parents, colleagues, guardians, staff, administration, etc.).</td>
<td>Example: Often OR egregiously demonstrates a lack of respect for others; communicates inappropriately; behaves in ways that are disrespectful to others’ feelings, perspectives, and/or cultures.</td>
<td>Example: Generally respectful of others; communicates appropriately; considers others’ feelings, perspectives, and cultures</td>
<td>Example: Always respectful and kind toward others; communicates appropriately; considers others’ feelings, perspectives, and cultures</td>
<td>Example: Encourages others to develop and maintain positive relationships amongst themselves.</td>
</tr>
<tr>
<td>CAEP 1.1; InTASC 3, 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: This criterion is measurable only by observation of the candidate’s behaviors. Examples are provided but are not intended to be inclusive of all behaviors related to the criterion.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Communication</th>
<th>Acknowledges verbally or in writing a reluctance or unwillingness to use</th>
<th>Acknowledges verbally or in writing the importance of effective communication (e.g., students, parents or</th>
<th>Communicates effectively with all stakeholders (e.g., students, parents or Communicates effectively with all stakeholders (e.g., students, parents or</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher or teacher candidate communicates effectively.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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Georgia Educators’ Task Force (GETF) – Spring 2017 Copyright © 2017
<table>
<thead>
<tr>
<th>CrossCutting Themes 3(o), 3(n), 6(e), 8(u), 10(a, d-g, k, m, n, q, r)</th>
<th>5. Attendance</th>
<th>6. Relationship with Students</th>
<th>7. Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>effective and appropriate communications with others (e.g., students, parents or guardians, district and school personnel) OR lacks the verbal, non-verbal, and written communication techniques that foster positive interactions and promote learning in the classroom and school environment</td>
<td>Absences and/or late arrivals violate university, school, and/or district policies regarding attendance and punctuality. Works toward becoming knowledgeable of university, school, and/or district policies regarding attendance and punctuality AND attempts to comply with policies</td>
<td>Interacts appropriately or negatively toward students OR provides instruction that disregards, disrespects, or is not aligned with the intellectual, social, cultural, emotional, and physical needs of the age group</td>
<td>Avoids opportunities to initiate and/or complete responsibilities</td>
</tr>
<tr>
<td>guardians, district and school personnel) BUT sometimes lacks the verbal, non-verbal, and written communication techniques that foster positive interactions and promote learning in the classroom and school environment Example: Uses negative or closed body language; speaks harshly; ignores others</td>
<td>Knows and adheres to university, school, and/or district policies regarding attendance and punctuality</td>
<td>Interacts appropriately and positively with students BUT provides instruction that disregards, disrespects, or is not aligned with the intellectual, social, cultural, emotional, and physical needs of the age group Example: Plans/teaches lessons that are age-inappropriate or which portray certain cultures in stereotypical ways</td>
<td>Completes assigned responsibilities when prompted Example: Reflects on experience and suggests possibilities for approaching new situations and challenges</td>
</tr>
<tr>
<td>guardians, district and school personnel) AND uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning in the classroom and school environment</td>
<td>Knows and adheres to university, school, and/or district policies regarding attendance and punctuality AND attends school related events that are not required, such as extracurricular school activities, parent organization meetings, community events related to the school</td>
<td>Interacts appropriately and positively with students AND provides instruction that respects and aligns with the intellectual, social, emotional, and physical needs of the age group</td>
<td>Initiates and completes responsibilities without prompting Example: Is proactive in asking questions and seeking guidance for areas of uncertainty; draws on knowledge and experience to respond to challenges</td>
</tr>
<tr>
<td>guardians, district and school personnel) AND communicates with individuals outside the school environment to promote awareness of education-related issues Example: Speaks at a local service organization; writes a letter to their congressperson; presents a workshop or seminar at a professional conference; creates and distributes a newsletter for parents.</td>
<td>Interacts appropriately and positively with students and provides instruction that respects and aligns with the intellectual, social, emotional, and physical needs of the age group AND is proactive in promoting respect for and understanding of students' needs and interests</td>
<td></td>
<td>Initiates and completes responsibilities without prompting AND seeks opportunities to take on new responsibilities and challenges</td>
</tr>
<tr>
<td>8. Professional Appearance</td>
<td>Does not meet minimum expectations for personal hygiene OR violates university, school, and/or district policies for professional appearance. CAEP 1.1; InTASC 9</td>
<td>Is clean and neat BUT偶尔 fails to adhere to university, school, and/or district policies for professional appearance</td>
<td>Is clean and neat AND adheres to university, school, and/or district policies for professional appearance.</td>
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<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9. Legal and Ethical Conduct</td>
<td>The teacher/candidate adheres to legal and ethical standards for behavior. CAEP 1.1; InTASC 9</td>
<td>Reviews and seeks guidance for gaining knowledge of and adhering to university, school, and/or district policies related to legal and ethical standards of behavior AND asks questions or pursues information to increase understanding of the State Code of Ethics</td>
<td>Knowledgeable of and adheres to university, school, and/or district policies related to legal and ethical standards of behavior AND upholds the State Code of Ethics for Educators</td>
</tr>
<tr>
<td>10. Diversity</td>
<td>The teacher/candidate demonstrates respect for and appreciation for a wide variety of individual differences. CAEP 1.1; InTASC 2</td>
<td>Does not listen and respond appropriately to others’ opinions AND/OR demonstrates a lack of respect for or insensitivity to those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies</td>
<td>Listens and responds appropriately to others’ opinions AND seeks guidance on how to exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies</td>
</tr>
<tr>
<td>11. Learning Environment</td>
<td>The teacher/candidate demonstrates a commitment to creating a positive, low-risk learning environment. CAEP 1.1; InTASC 3</td>
<td>Does not demonstrate a willingness to create a positive, low-risk learning environment OR allows disruptive behavior to interfere with learning</td>
<td>Demonstrates progress toward creating a positive, low-risk learning environment AND provides students with choices, makes relevant connections, builds understanding, and develops relationships that create a sense of belonging</td>
</tr>
<tr>
<td>12. Time Management</td>
<td>Demonstrates no evidence of a reliable system for planning and scheduling. Example: Waits until the last minute to prepare; does not use a reliable system for planning and scheduling; frequently plans too much or too little material, resulting in a rushed lesson or excess time at the end of class.</td>
<td>Demonstrates progress toward development of a reliable system for planning and scheduling. Example: Sometimes plans too much or too little material resulting in a rushed lesson or excess time at the end of class, but is able to make appropriate adjustments.</td>
<td>Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization. Example: Prepares in advance for events and uses a reliable system for planning and scheduling.</td>
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</tr>
<tr>
<td>13. Commitment to Student Learning</td>
<td>Demonstrates little or no evidence of commitment to student learning. Example: Lesson plans are poorly constructed and/or inadequately aligned with learning objectives.</td>
<td>Demonstrates commitment to student learning by identifying student strengths OR needs based on evaluations, assessments.</td>
<td>Demonstrates commitment to student learning by evaluating student strengths AND needs. Example: Plans instruction and assessments that are clearly aligned with learning objectives; takes time to know every student and their learning need; differentiates instruction and assessments based on identified strengths and areas for improvement.</td>
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<tr>
<td>---------------------</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14. Commitment to Continuous Improvement</td>
<td>Demonstrates little or no evidence of commitment to continuous improvement as a professional educator. Example: Restricts efforts to meet minimum requirements with no evidence of ongoing professional development.</td>
<td>Demonstrates evidence of a developing commitment to continuous improvement as an educator through use of information and feedback related to professional practice. Example: Demonstrates a willingness to analyze and apply data to guide instruction in the classroom; accepts and attempts to apply feedback and/or constructive criticism; attends recommended workshops, conferences, and job-related meetings.</td>
<td>Demonstrates commitment to continuous improvement as an educator through intentional use of information, feedback, and research related to professional practice. Example: Analyzes and applies data to guide instruction in the classroom AND seeks feedback from others, holds membership in professional organizations.</td>
</tr>
</tbody>
</table>

Summative Rating
Signature Page

I, ________________________________, have read the Music Field Experiences Procedures document. I agree to follow the policies it details. I understand it is my responsibility to be timely in communicating with my Clinical Supervisor. **I will complete the observation hours before the last day of the semester.** If I think I will not complete the hours before the last day of classes, I will let the course instructor know by the last Monday of classes.

✔ I understand that I will receive an “I” for my course grade until I have turned in the signed Observation Log and all Reflections to the course instructor.

Course: ________________________________

Semester: ________________________________

Signature: ________________________________

Date: ________________

(this page goes to the course instructor)
Student Emergency Information Sheet
CONFIDENTIAL

Student name ________________________________________________________________

Placement (if known) ________________________________________________________ Date of birth __________________ (month) (day) (year)

Current Address ____________________________________________________________
(address) (city) (state) (zip)

Primary phone _(____)____________________

SECOND CONTACT INFORMATION

IN CASE OF EMERGENCY, CALL _________________________________________________
(First and last name) (relationship)

Primary daytime phone _(____)__________________ Secondary phone _(____)______________

SECOND CONTACT, CALL _____________________________________________________
(First and last name) (relationship)

Primary phone _(____)____________________ Secondary phone _(____)______________

In case of an accident or serious injury or illness, I give my permission for my placement school to make whatever emergency arrangements seem necessary.

_____________________________________________ __________________________
(signature) (date)

Physician name __________________________ Phone __________________

List any medical conditions you have (such as epilepsy, asthma, diabetes, sickle cell, allergies or other potentially dangerous health conditions.) ____________________________________________________________

List any medications you are currently taking. _____________________________________

_________________________________________________________
Off-Campus Participation Agreement

Candidates must sign this document and file with the course instructor before attending their placement.

---

**Off-Campus Student Participation Agreement**

[THIS IS A RELEASE OF LEGAL RIGHTS. READ CAREFULLY BEFORE SIGNING]

I ___________________________ hereby acknowledge my awareness that participation in an off-campus internship or applied learning experience arranged through Georgia Southern University’s __________________________ may expose me to a risk of property damage and bodily or personal injury, including injury that may prove fatal, to myself or others. I hereby assume any and all such risk. For the sole consideration of the University arranging for my participation in an off-campus internship or applied learning experience at __________________________, I hereby release and forever discharge Georgia Southern University, the Board of Regents of the University System of Georgia, their members individually and their officers, agents and employees from any and all liability, claims, demands, rights, and causes of action of whatever kind, arising from or by reason of any personal injury, property damage, or the consequences thereof, resulting from or in any way connected with my participation in the above-referenced off-campus internship or applied learning experience. I understand that acceptance of this signed *Off-Campus Student Participation Agreement* by the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or in part, of sovereign immunity by said Board, its members, officers, agents, and employees.

I further agree to follow all administrative policies, standards, and practices of the off-campus facility. I understand that I shall not be deemed to be employed by, or to be an agent or servant of, the Board of Regents, Georgia Southern University for any services I provide during the internship and that I will not receive monetary compensation for such services from the University. I further state that there are no health-related reasons or problems which preclude or restrict my participation, without provisions of reasonable accommodation, in this activity and that I shall be fully responsible for any medical costs, through adequate health insurance or otherwise, that may be attendant as a result of injury to me during my internship activities.

I have read and understand the above *Off-Campus Student Participation Agreement* and I agree that it binds my heirs, executors, administrators, and assigns, as well as myself. I have freely and voluntarily signed this *Agreement* and agree that it shall be construed in accordance with the laws of the State of Georgia. If any terms or provision of this *Agreement* shall be held illegal or unenforceable, the validity of the remaining portions shall not be affected.

______________________________  ________________________________  ________________
Signature of student participant  Signature of witness  Date
(Must be 18 years or older)

______________________________
Signature of parent or guardian,
if student under 18 years old
Guidelines for Video Recording

Video recording is included as one of your course requirements, because it adds richness and valuable context to the evaluation of your teaching. However, because videos will almost always include identifiable images of students, their use as part of your course work carries some significant ethical and legal responsibilities. For reasons of privacy and safety, many parents are concerned about their children appearing in videos and photos, especially any that might be used outside the classroom. For both legal and ethical reasons, *those concerns must be respected at all times*. Doing so requires the following of you:

1. **Parents and guardians must be asked to consent to having their children appear on the video.** You must confer with your clinical supervisor to confirm specific permission for students to appear on recordings that will be used for educational purposes.

2. **Before creating the video, you must be sure you know the names of any students whose parents did not grant permission, and must avoid including those students on the video by positioning the camera so that it does not capture their images.** Important note: Non-consenting students must *not* be excluded from the learning activity.

3. Do not use any identifiable information in the video. No reference to state, city, school, or teacher should be included in the recording. Only use **first names** of students.

4. **Once created, video clips will be submitted as part of your required course work, but must not be shared or distributed beyond that.** Video clips are created solely to be used as part of your course requirements. No part of that video should be used for any other personal or professional purposes. In particular, *it must not be posted online, sent to friends and family, or included in your job portfolio*. Anyone suspected of misusing video clips (s) will result in the submission of an Academic Dishonesty Report to the Office of Student Conduct. The outcome of this report could be possible failure in the course. This violation falls under the FERPA laws and are subject to an investigation. (Remember: Once you have shared the video electronically with anyone, you have effectively lost control.)

5. **Once you have received confirmation that you have successfully submitted your required video recording, video clips must be destroyed.** This includes not only the segments submitted, but any video material created as part of your effort to prepare for and complete the assignment.

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*I have read the above guidelines and agree to follow them.*

Teacher Candidate Name Printed ________________________________

Teacher Candidate Signature ________________________________

Date __________________

January 2014
Music Education PPB/EDUC courses Protocol

These policies were developed by a committee consisting of the PPB Coordinator, Head of Music Education, and faculty who teach PPB courses.

1. Course sequence
   - Students take EDUC 2130, 2120, and 2110 through the College of Education. The title and content of these courses is set by the GA Board of Regents.

2. Course schedule
   Students should be enrolled in sections designated for Music Majors.

3. Field experience
   - Specific details about field experience times will be addressed in PPB Orientation.
   - Attempts will be made to secure placement in a music education learning environment, but if none are available students will be placed in a K-12 classroom setting.
   - During semester 3, students “double-dip” field experiences; that is, students complete PPB requirements and EMM requirements in the same 30-hour practicum setting.

4. Assignment of field placements
   - PPB Coordinator assigns field placements during EDUC 2130 and 2120
   - EMM instructor assigns during semester 3

5. Required PPB observations and journal entries
   - Students complete 5 of the required observations and journal entries per semester.
   - These five journal entries are submitted at the end of semesters 1 & 2 via folio and the ENTIRE set of 15 entries is submitted via folio at the end of semester 3.
   - Further information about PPB journal entries will be provided in PPB Orientation.

6. Evaluation
   - Each semester, student professionalism is evaluated by US and CS via folio.
   - If student receives unsatisfactory evaluation during any semester, student must successfully repeat those practicum hours again.
   - 15 complete journal entries of satisfactory quality must be submitted on folio to fulfill PPB journal requirements.

7. Folio
   - Each semester you will access the PPB course on your MyGeorgiaSouthern Folio account. Additional information on EDUC 2090 requirements will be provided in Folio.
   - Accessing the PPB Folio course will allow you to view your PPB evaluation rubrics and submit your journal entries at the end of each semester.
   - REMEMBER you will need to access the PPB Folio course EACH semester you are in PPB. All journal entries will be submitted here and evaluations from your Clinical and University Supervisors will also be submitted via Folio.
MUSC 3232 Elementary Music Methods Field Experience
Fall 2020

**Communication** - see Procedures document, p. 7

**Logistics**

The purpose of the Field Experience in Elementary Music Methods is to engage the teacher education candidate in an actual public school classroom environment during the same semester he/she is enrolled in Elementary Music Methods & Materials at GSU. The candidate is required to be in attendance for 30 hours of elementary student contact time. The scheduled observation time is Friday mornings 8:00 - 11:00. The candidate keeps a log that the Clinical Supervisor signs to verify attendance. Candidates may include afterschool ensembles for up to 4 of their 30 hours. Hours need to be completed by the last regular course day of the semester.

If schools are closed or GSU determines candidates can not go into schools, candidates will be provided alternate professional learning activities through Folio.

While each candidate, classroom, and Clinical Supervisor have unique abilities and needs, the basic expectations are as follows:

**Hours 1-5**

- Candidate only observes, while taking detailed notes about classroom management, sequencing instruction, student behavior, etc.

**Hours 6-30**

- Participate in activities with the students
- Lead vocal or physical warm-ups
- Assist the Clinical Supervisor by distributing materials, demonstrating, etc.
- Copy-teach (watch the Clinical Supervisor teach part of a lesson, then you teach that same lesson to another class)
- (optional) Plan a lesson, submit your Lesson Plan to the Clinical Supervisor for review, revise the lesson, and then teach the lesson

**Assessment**

Candidates are required to complete the Field Experience Reflection document during the semester and submit it to the course instructor as indicated on the syllabus. The Clinical Supervisor will complete a Professional Dispositions rubric regarding your behavior, to be completed at the end of the semester.
Elementary Methods Field Experience Log Fall 2020

Candidate Name __________________________________________
School _________________________________________________
Clinical Supervisor Name __________________________________

**Candidate**: Write in the primary activities you observe for each class/hour. Turn this signed Log in to the course instructor by the last regular course meeting.

**Clinical Supervisor**: Please initial each week or sign at the end of the semester.

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MUSC 4532 Secondary Music Methods Field Experience
Spring 2021

The purpose of Field Experiences in Music Methods courses is to engage the teacher education candidate in an actual public school classroom environment.

Schedule
Candidates work out a schedule with the Clinical Supervisor, completing 20 hours over the semester. There should be some sort of regularity to the schedule so the candidate has context for the observations, can better support the learning environment, and be more able to engage with students.

Communication – see Procedures Handout, p. 7

Logistics
Candidates are required to be in attendance for 20 hours of student contact time. The candidates are placed outside their primary emphasis to provide breadth to their overall teaching preparation. While each candidate, mentor teacher, and classroom has unique abilities and needs, the basic expectations for candidates are as follows:

- Hours 1-6: observation only, taking detailed notes for written Reflections
- Hours 7-12: lead warm-ups or sectionals, observation
- Hours 13-20: lead warm-ups or sectionals, (optional) rehearse short sections

If schools are closed or GSU determines candidates can not go into schools, candidates will be provided alternate professional learning activities through Folio.

Candidates are required to complete the Field Experience Reflection document during the semester and submit it to the course instructor as indicated on the syllabus. Candidates are expected to write Lesson Plans for any teaching they know about in advance, including warm-ups and sections. When they copy-teach or teach spur-of-the-moment, they must write a Lesson Plan when they return to campus.

Assessment
Candidates are required to complete the Field Experience Reflections document during the semester and submit it to the course instructor as indicated on the syllabus. The Clinical Supervisor will complete a Professional Dispositions rubric regarding your behavior, to be completed at the end of the semester.
**Secondary Methods Field Experience Log Spring 2021**

Candidate Name ______________________________________

School ________________________________________________

Clinical Supervisor Name ______________________________

**Candidate**: Write in the primary activities you observe for each class/hour. Turn this signed Log in to the course instructor at the last regular course meeting.

**Clinical Supervisor**: Please initial each week or sign at the end of the semester.

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MUSC 4611/4891 Senior Seminar/Internship I Field Experience 2020-2021

The purpose of Field Experiences in Music Methods courses is to engage the teacher education candidate in an actual public school classroom environment. The Senior Seminar course (1 credit) is the last music education course before student teaching (assuming the candidate is “on-track” with his or her course requirements). Therefore, this Field Experience is viewed as a preview to student teaching.

**Intensive Schedule:** August 6-10, plus a few hours after that week

**Regular Schedule:** The candidate and Clinical Supervisor work out a schedule.

If schools are closed or GSU determines candidates can not go into schools, candidates will be provided alternate professional learning activities through Folio.

**Logistics**

Candidates are required to be in attendance for **40 hours** of student contact time. The candidates are placed in their primary area: for example, an instrumental major is in an instrumental placement. While each candidate, classroom, and mentor teacher has unique abilities and needs, the general expectations are as follows:

- Hours 1-6: observation only, taking detailed notes for written Reflections
- Hours 7-20: teach private lessons, lead sectionals, observe
- Hours 21-40: lead warm-ups/sectionals, rehearse short section of a piece, observe

- **Candidates need to video record one teaching demonstration** to turn in to the Seminar course instructor. They should teach for 10 minutes. It is preferred they teach a group of students, like a sectional or warm-up, but a private lesson will suffice.

- Candidates are expected to write lesson plans for any teaching they know about in advance. Mentor teachers are encouraged but not required to review lesson plans.

- When candidates copy-teach or are asked to teach spur-of-the-moment, they need to write a lesson plan at the end of the day.

- Candidates are required to complete the Field Experience Reflections document during the semester and submit it to the course instructor as indicated on the syllabus.

**Assessment**

Candidates are required to complete the Field Experience Reflections document during the semester and submit it to the course instructor as indicated on the syllabus. The Clinical Supervisor will complete a Professional Dispositions rubric regarding your behavior, to be completed at the end of the semester.
Seminar/Internship I Field Experience Log 2020-2021
Candidate Name ______________________________________
School ______________________________________________
Clinical Supervisor Name ______________________________________

**Candidate**: Write in the primary activities you observe for each class/hour. Turn this signed Log in to the course instructor at the last regular course meeting.

**Clinical Supervisor**: Please initial each week or sign at the end of the semester.

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Path to Music P-12 Certification

**Freshman**
- SAT/ACT scores or Program Admission Assessment
- Pass Music Core classes
- GPA 2.50+

**Sophomore**
- Start PPB
- Ethics Entry test #350
- PreService Certification
- Intro to Mus Ed
- GPA 2.50+
- GPA 2.75+ teaching courses

**Junior**
- Finish PPB
- Register GACE Music Content Assessment I and II
- GPA 2.50+
- GPA 2.75+ teaching courses

**Senior**
- Take GACE Music Content Assessment (220+)
- Apply to Student Teach
- Graduation Recital
- Ethics Exit test #360
- Student Teaching
- GPA 2.50+
- GPA 2.75+ teaching courses