Guidelines for
Student Teachers

Music Education K-12

Academic Year
2017-2018

UMSL School of Fine and Performing Arts
Music Department
and
College of Education
University of Missouri - St. Louis
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University of Missouri-St. Louis
Music Department and College of Education

Our Vision

The University of Missouri-St. Louis 21st Century College of Education, as part of Missouri’s public, metropolitan, land-grant, research University, will be a leader in developing educators for instructional, leadership, research and other roles in traditional and non-traditional learning communities. The College is a collaborative teaching and learning environment for educators and is committed to significantly advancing the quality of teaching, learning, and research as it serves a dynamic, technologically advanced and diverse metropolitan community.

What We Believe

- Education is necessary and valuable for enhancing the lives of individuals and for improving society by examining, creating, and sharing knowledge.
- Effective educators understand, embrace, and celebrate diversity.
- Effective educators recognize inequities and act in ways that bring about social justice.
- Effective educators use diverse, culturally responsive strategies to provide for the individual needs of all learners.
- Effective Educators practice and model ethical behavior.
- Effective educators practice and model active research and seek external support for that research.
- Effective educators use technology to increase student engagement and expand learning opportunities for all learners.
- Reflective educators make decisions about best practice informed by existing and emerging research.
- Successful learners and effective educators engage in self-reflection, critical inquiry, and creative endeavors.
- Active engagement is vital to learning.
- Continuing research is essential to inform practice, enhance the community, and advance the professions and the mission of the university.
- Partnership and collaboration among educators, other professionals, parents, students, and the community at large are essential to the learning process.
- Lifelong learning and professional development are critical to the efficacy of educators and the community in a constantly changing world.
- An organization’s structure must be consistent with and supportive of its vision.

Our Conceptual Framework

The University of Missouri-St. Louis College of Education prepares educators for the challenges they face now and in the future. The Conceptual Framework, and Knowledge Base upon which it is built, expresses our commitment to engaging in multiple contexts, working with diverse individuals and communities, promoting and supporting social justice, developing and working in collaborative partnerships, and promoting and engaging in quality educational practice. In these ways, we create a dynamic relationship between what the student knows and the integration of new understandings, recognizing that this understanding comes about through social interactions, critical inquiry, and reflection.
Student Learning Outcomes in the Bachelor of Education Degree in Music Education

1. Demonstrate personal music performance skills and skills in sight-singing, ear-training, piano, improvisation, and composition to a level of proficiency and expertise necessary to pursue a career in music education.

2. Articulate a personal philosophy of learning and teaching and understand how that philosophy will affect the choices they make in practice.

3. Demonstrate ability to reflect on and assess the effectiveness of their own teaching with eye toward self-improvement.


5. Diagnose and prescribe appropriate content and techniques according to the music learning sequence for all levels and types of learners.

6. Create instructional plans, long-range curriculum outlines, and assessment for music education at elementary and secondary levels, incorporating recognized best practices in music pedagogy.

7. Demonstrate competent conducting technique and rehearsal techniques appropriate for teaching.

8. Demonstrate a working knowledge of appropriate instructional materials and their use.

9. Demonstrate skills in the administration of the school music program.

10. Understand and be able to use effective classroom management skills.

11. Demonstrate through field experiences and student teaching the necessary skills and dispositions for teaching music in a variety of public school settings.

Placement

All music education majors are assigned for a full semester of 16 weeks: 12 weeks at (the) primary focus area and 4 weeks at the secondary area for certification. Placements may be in a single district or two different districts.
Terminology & Enrollment

At the University of Missouri – St. Louis, student teachers are enrolled for Practicum 1 (SEC 4992) the semester prior to your Practicum 2 experience. Some faculty refers to the practicum as an internship music education students enroll in SEC ED 4993 (12 week) & 4994 (4 week).

In Preparation for Student Teaching

These questions will help you get your clinical teacher off to a good start:

1. What course materials are used? Are there extra copies of teacher manuals, curriculum guides, etc.?
2. What are the expectations about lesson plans, small group activities, what technology is available, professional development, extra duty assignments, bulletin boards, conferences, etc.?
3. Where can you find the demographic and reporting information for the district?
4. What types of assessments are used?
5. What types of activities or events outside of the school day am I expected to attend?
6. Are there students with special needs in the classroom? What accommodations have been made for these students? Do I have access to the IEPs?
7. Where should I put my coat, etc.? Is there a place I can work?
8. What are the standard operating procedures of the school and my classes?
9. What should I do to do in case of fire, tornado, earthquake drills and intruder alert?
10. What are the procedures for students to enter the building, attend assemblies, move from one class to another, and leave the building?
11. What do the different bell signals mean?
12. What are the regulations concerning visitors in the school and classroom?
13. How do I record and report pupil attendance?
14. What procedure do I follow in case of absence?
15. What are the school policies for releasing students from school for religious instruction, medical or dental appointments, or emergencies?
16. How do I work with the school nurse, counselor, librarian, office secretary, custodian, and other auxiliary personnel?
17. What are the procedures for obtaining supplies, instructional aides, duplicating and computer services?
18. What is the school policy concerning field trips?
19. What are the proper procedures for using the library, computers, and/or instructional resources center?
20. What is the procedure for visiting another class?
21. What are the policies governing students in out-of-classroom activities at school?
22. What should I do when a crisis situation/school emergency occurs, e.g. intruder alerts, school discipline policies and procedures in case you witness violence or items that students are not allowed to have in school?
23. What are the school discipline/office referral policies?
24. What is the procedure for grade reporting and reporting of student growth assessed and reported?
Contact Information

If at any time you have concerns or questions, feel free to contact the university supervisors.

Gail Fleming, Under-Grad Music Ed Coordinator 314-516-4912  flemingg@umsl.edu
Gary Brandes, Band 314.516.2263  brandesg@umsl.edu
Jim Henry, Choir 314.516.6607  henryjam@umsl.edu
Jennifer Mishra, Orchestra 314.516.5984  mishraj@umsl.edu
Michael Smith, Graduate Music Ed 314.516.5365  smithmv@umsl.edu

Seminars

Students attend several seminars/conferences during their student teaching experience, facilitated by their college supervisors. These seminars focus on specific areas related to the classroom teaching experience and provide opportunities for student teachers to collaborate and engage with peers in reflective, problem-solving activities. These seminars are held on campus and will require the student teacher to be absent from the classroom for a part of one day.

In addition to our seminars/conferences you will be asked to attend several COE scheduled Grand Seminars during the semester.

Student Teacher Expectations

School Calendar/Day

Student teachers are to follow the schedule and time requirements of the building to which they are assigned. As such, the student teacher is to report at the same time that teachers do and is expected to remain each day until the teacher workday is over. Student teachers follow the building’s calendar of holidays and other activities, and must attend workshops, other in-service requirements, open houses, etc. that the regular teacher attends. Student teachers observe the vacation schedules of the host school.

Attire

Student teachers should dress in a professional manner and take cues for general dress requirements from your clinical teacher. Due to their established position, your clinical teacher may dress in a more casual manner. It is important that as a new member of the teaching staff you establish yourself as a professional within your school. Therefore we ask that you dress in a professional manner each day. If your school has a designated casual dress day please consider a business casual approach.
**Attitude**

The expectation is that the student teacher arrives for this assignment with enthusiasm, a genuine mission to succeed, and the willingness to follow suggestions and directions of the clinical teacher. The student teacher should follow the guidance of the cooperating teacher rather than attempt to impose his/her preferences.

**Observation Journal/Lesson Plans**

Student teachers are responsible for keeping an observation/journal and written lesson plans for classes they teach. Formal or informal plans are required for each lesson and should reflect the curricular requirements for your classroom, careful planning and decision-making, and activities that are age-appropriate. Student teachers should submit plans to your clinical teacher so that both of you can discuss the lesson afterwards. Please have a lesson plan available for the supervisor when they arrive. (See Lesson Plan template)

**Feedback**

Feedback about one’s progress is a necessary and vital part of student teaching. The clinical teacher is in a position to give continuous feedback as an aid to your professional growth. A valuable practice is to set aside a time each week, during which you can discuss the progress made and areas still in need of growth. (See Formative Assessment attached)

Your clinical educator will offer a variety of formative and summative assessments during your experience. All evaluations are intended to encourage growth and continued development as an educator. We encourage students to file all evaluations for future reference.

**Absences**

If a student teacher needs to be absent, he or she must inform the clinical teacher and UMSL supervisor as soon as possible. Snow days or school and district record days/professional development are exceptions. The student needs to re-schedule the time missed with the host teacher.

**Principal Observation (optional)**

The student teachers may schedule an observation by a building administrator. There is a form included for this observation, or the administrator may use one of his/her choosing. Evaluation tools will vary. (see attached Administrator Evaluation form)
Cooperating or Host Teacher’s Duties & Expectations

The host teacher has a very important function in the growth of the student teacher. His or her experience and expertise will provide professional knowledge of educational programs and practices. The cooperating teacher will continue to provide guidance and help refine the student teacher’s skills, knowledge, and professional judgment. The host teacher will help the student teacher diagnose problems, determine solutions, set objectives, give assessments, and evaluate the results. It is unrealistic to expect that each attempt made by student teachers will be successful. Growth often takes place when student teachers feel free to experiment without fear of being penalized. It is essential that student teachers understand that they can learn and profit from mistakes.

The student teacher’s cooperating teacher will likely do the following:

- Introduce the student teacher as a professional colleague rather than simply a student.
- Allow the student teacher to observe for a period before he or she is asked to teach. Typically, the first several days are used for this purpose. The student teacher may be given specific things to look for, e.g., report and discuss observations, ask for lesson plans, and ask questions about the lessons, etc.
- Allow the student teacher to teach in a limited way before asking him or her to teach a full class. The student teacher may be asked to assist with individual students or small instruction groups, i.e.; sectionals or small group or individual lessons, while following a lesson outlined by the clinical teacher. The student teacher may also be asked to observe a lesson and teach that same lesson to another group of students.
- Assist with developing a lesson plan. Many revisions with discussion may be necessary to develop a quality lesson plan. The clinical teacher may then give the student teacher feedback about how the lesson was presented.
- Check the student teacher’s record-keeping. Documentary evidence is essential in dealing with problems.
- Share confidential student information with the student teacher. The student teacher may be privileged to see student records. However, all student records, medical histories, etc. are confidential.
- Arrange to have the student teacher visit other teachers’ classrooms in the building, preferably during the first and last week of student teaching.
- Expect the student teacher to attend after school and evening events. Student teachers should experience all phases of a teacher’s job and observe all aspects of the departmental meetings, assemblies, class activities, PTA meetings, Booster meetings, homeroom activities, student government, school research, grading papers, gathering materials for the class, and administrative problems of the school.
- Assist the students with their MoPTA Tasks. These tasks are mandated by the state of Missouri and are submitted and graded electronically. They are extremely detailed and time-consuming. Any advice or assistance that you can share with the student teachers would be greatly appreciated.
University Supervisor (Clinical Educator)

The university will assign a supervisor. He or she will likely be a specialist in your area, but may not necessarily be one of the professors you have worked with during your degree program. It is important to introduce yourself. This person will be instrumental in assigning your grade.

At the beginning of the semester, complete the Student Teacher Information form (found at the end of this handbook) and give it to your university supervisor. As soon as possible please submit to your clinical educator the teaching schedule of your clinical teacher. Update your clinical educator as to your teaching assignments as early as possible to plan observations.

The university supervisor will visit several times during the 12-week period. After each visit, the supervisor will want to conference with the student teacher. The clinical teacher will not always be present during the observations. This allows the supervisor to determine how well the student teacher is managing the classroom on his/her own. It is the student teacher’s responsibility to let the clinical teacher know when the supervisor will be coming.

Grading

It is the university supervisor’s responsibility to assign the final student teacher grade. However, the clinical teacher will provide substantial input into the evaluation process. Generally grades are described as follows:

Grade of A: This grade is reserved for the student teacher whose performance was exemplary. This individual exhibits clearly identified professional strengths in the nine MoSPE Standard areas and is an outstanding candidate for available positions.

Grade of B: This grade represents a high level of performance in the identified areas of the summative evaluation and would need only minimal help and supervision in most teaching positions. There is clear evidence of strength in most areas. A strong candidate for available positions.

Grade of C: This grade reflects an average performance which has met the minimum proficiencies in the performance areas. The student teacher has some areas of strength, but there are several areas for continued improvement; this student teacher may be a good candidate for certain positions.

Grade of D: This grade reflects a student teacher who has failed to demonstrate enough proficiencies to be certified. Any areas of weakness have been identified, and remediation must occur and student teaching repeated.
Grade of F: This grade represents a totally unsatisfactory performance. After meeting specific prerequisites, the student teacher may then reapply for admission to student teaching.

Suggested Student Teaching Timeline
(12 week placement)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Classroom Observation, MoPTA Task 1(see DESE deadlines)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Small group or individual teaching. Add one class to student teacher’s load each week until student teacher assumes teaching of all classes*</td>
</tr>
<tr>
<td>Week 3</td>
<td>MoPTA Task 2 &amp; 3(see DESE deadlines)</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Assume full teaching load</td>
</tr>
<tr>
<td>Week 8</td>
<td>MoPTA Task 4(see DESE deadlines)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Begin to release classes back to clinical teacher. Transition out.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Scale down teaching to assisting, assessing.</td>
</tr>
</tbody>
</table>

* Students may begin assuming responsibility for assisting the cooperating teacher or teaching an entire class as soon as the clinical teacher feels the student teacher is ready.

4 Week Placement

| Week 11 | If same placement as Practicum 1 begin assisting with all classes |
| Week 12 | Begin assuming responsibility of at least two or three classes |
| Week 13 | Add additional class responsibilities per clinical teacher suggestions |
| Week 14 | Begin releasing class back to clinical teacher |

Missouri Registration for the Missouri Pre-Service Teacher Assessment (MoPTA)

https://mega.ets.org/test-takers/mopta/register/
https://mega.ets.org/test-takers/mopta/about

The Tasks:
http://mega.ets.org/test-takers/mopta/build-submit-tasks/requirements/

Spring 2018
Note: Registration, reschedule and cancellation deadlines take effect at 10:59 p.m. CT on the date indicated. Task submission deadlines take effect at 1 p.m. CT on the date indicated.
<table>
<thead>
<tr>
<th>Deadline</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Opens</td>
<td>July 26, 2017</td>
</tr>
<tr>
<td>Registration Closes</td>
<td>February 12, 2018</td>
</tr>
<tr>
<td>Reschedule Deadline</td>
<td>February 12, 2018</td>
</tr>
<tr>
<td>Cancellation Deadline</td>
<td>February 12, 2018</td>
</tr>
</tbody>
</table>

**Task Submission**

<table>
<thead>
<tr>
<th>Task Submission</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Submission Opens</td>
<td>January 4, 2018</td>
</tr>
<tr>
<td>Task 1 Deadline</td>
<td>February 13, 2018</td>
</tr>
<tr>
<td>Task 2 Deadline</td>
<td>March 28, 2018</td>
</tr>
<tr>
<td>Task 3 Deadline</td>
<td>March 28, 2018</td>
</tr>
<tr>
<td>Task 4 Deadline</td>
<td>May 2, 2018</td>
</tr>
</tbody>
</table>

**Task Resubmission Window**

<table>
<thead>
<tr>
<th>Resubmission Registration Opens</th>
<th>May 31, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resubmission Registration Closes</td>
<td>June 20, 2018</td>
</tr>
<tr>
<td>Task Resubmission Deadline</td>
<td>June 21, 2018</td>
</tr>
</tbody>
</table>
Task Requirements for the 4 MoPTA Tasks: Guidelines of how to complete the tasks:
http://mega.ets.org/test-takers/mopta/build-submit-tasks/requirements


Guidelines of how to submit the Tasks:
http://mega.ets.org/test-takers/mopta/build-submit-tasks

In-depth Directions (45 pages) of how to complete and submit the Tasks:

Assessment Overview/3 Types of Writing:

Library of Examples: (Click on Teacher – scroll to Library of Examples) Examples of the tasks

Submission System:
The Practicum II Teacher Candidates submit their Task 1 via their MOPTA portal. If they need any technical assistance because they don’t understand how to submit, then they should call ETS.

Candidate and Educator Handbook: (Pg. 38 – Outlines duties of Supervising Instructors)

Guidelines for Assistance by Supervisory Instructors:
The formative nature of the MoPTA is an integral part of the performance assessment and allows you to confer with, collaborate with, and receive support from supervising instructors, cooperating teachers, and peers while preparing for the MoPTA. You may engage them in professional discussions about the Missouri Teacher Standards, have them help you record, watch, and analyze your video recordings; and have them read and comment on your analyses and on the student work you have chosen.

Teacher Standards and Quality Indicators: http://dese.mo.gov/sites/default/files/TeacherStandards.pdf

Grading Task 1 - Directions for Supervising Instructors:
You grade their Tasks 1s by going into the ETS Client Services https://tlcs.ets.org and logging in under that account. Do a name search for your students (alphabetical by first name) and open their Task 1 work and give them feedback. Click on submit at the bottom of the page. You do not submit an actual grade to MOPTA.

Please refer any and all uploading issues, technical problems or error-message questions directly to MOPTA:

ETS Contact Phone: 1-609-771-7471
1-855-856-3714
Monday–Friday: 8 a.m.–6:45 p.m. CT (except for U.S. holidays) Email: MOPA@ets.org
UMSL Clinical Director of MoPTA: Stephanie Koscielski, M. Ed. koscielski@umsl.edu 314-516-6741 office
Student Teacher Information Form

Please provide the following information to your supervisory and host instructors.

<table>
<thead>
<tr>
<th>Name</th>
<th>Student Number</th>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
<th>Email Address</th>
<th>Cell Phone</th>
</tr>
</thead>
</table>

Placement #1 (12 Week) Information
First Placement
Grades
Host Teacher
Email
School
School Phone Number
School Address

Placement #2:
Placement #2 (4 Week) Information
First Placement
Grades
Host Teacher
Email
School
School Phone Number
School Address
Helpful Tips for a Successful Student Teaching Experience

1. **Be early, not on time**: Punctuality is extremely important as teacher. When you’re early, you’re on time; when you’re on time, you’re late. Show your cooperating/clinical teacher your level of commitment to the job. Arrive early to get organized and greet the students as they enter.

2. **Be prepared**: Always be prepared for the next day when you leave the night before. You never know what may happen that keeps you from making copies or finalizing plans in the morning.

3. **Show Initiative**: If you see something that needs to be done, do it! Don’t wait to be asked. Help students immediately, this shows you are ready and willing to be a teacher. Kids don’t always raise their hands. Look for students who need help.

4. **Be Innovative!** This is your time to take all that you have learned and apply it to your teaching. Let the knowledge, ideas, and experiences you acquired along the way fuel your teaching. Don't be afraid to experiment. Ask your cooperating/clinical teacher to allow you to try that lesson or activity you worked so hard to create. Explore technology!

5. **Collaborate!** It is very important to network with all teachers, staff members, and administrators within the school community. This includes the office staff and custodial staff. The young teachers who go the extra mile to collaborate are the ones remembered down the road for prospective positions.

6. **Be flexible**: Understand that students have different learning styles and they all learn at different speeds. Get to know your students and how they learn. Meet them at their level to move them forward.

7. **Dress like a professional**: Be the best dressed one there! Baggy/low riding pants, low cut tops or short skirts, flip-flops and sandals are not for teaching. A good rule of thumb is, if your undergarments risk even the slightest chance of making an appearance, change your clothes. Treat Fridays like any other day—just because the teachers wear jeans does not mean you have to.

8. **Be Dedicated!** Always show a passion for what you do. Take advantage of opportunities to become involved with activities outside of school if possible. Schools will applaud the efforts of someone who always is willing to give 110%.

9. **You are a teacher!** For the next fourteen weeks student teaching is your life. All other pursuits and activities must take a back seat to your teaching assignment.

10. **Have fun!** You can do all of the things above, but will be missing out on one of the greatest aspects of the education profession if you forget to have fun. Enjoy the students; they will make you smile every day. Enjoy your colleagues; they are wonderful role models. Enjoy the experience; it is something that you will carry along into your teaching career!
Missouri Pre-Service Teacher Assessment (MoPTA)

Lesson Plan Format

For the MoPTA, this Lesson Plan Format is designed to help a teacher candidate develop well-planned and structured lessons. This format also can help a teacher candidate better understand and design meaningful daily lessons that can positively enhance his or her instructional practice and students’ learning. This Lesson Plan Format is intended for use in conjunction with Tasks 2, 3, and 4.

<table>
<thead>
<tr>
<th>Standards/Quality Indicators/Skills</th>
<th>Missouri and national standards, quality indicators, and skills addressed by the lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives/Goals</td>
<td>The lesson’s objectives and intended learning outcomes appropriate for meeting curricular and student needs</td>
</tr>
<tr>
<td>Assessment (the type[s] of assessment used throughout the lesson)</td>
<td>Assessment(s) before, during, and after the lesson.</td>
</tr>
<tr>
<td>Lesson Structure and Procedures</td>
<td>Sequence of events of the lesson elements. (The before, during, and after the lesson, e.g., Engagement/Opening, Procedures, Guided Practice, Conclusion)</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>Teacher approach to helping students achieve the learning objectives and meet their needs.</td>
</tr>
<tr>
<td>Learning Activities</td>
<td>Opportunities provided for students to develop knowledge and skills of the learning objectives.</td>
</tr>
<tr>
<td><strong>Resources and Materials</strong></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>List of tools, personnel, and materials used in the planning of and during the instruction of the lesson.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Technology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional and/or assistive technology incorporated into the lesson to enhance instruction and student learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Differentiation/Accommodations/Modifications/Increases in Rigor</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To help meet the needs of all learners, learning differences, cultural and language differences, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Classroom Management</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies consistent with the learning needs of the lesson that also meet student behavior needs to help keep the students on task and actively engaged.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Extensions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities for early finishers that extend the students’ understanding of and thinking about the learning objectives by applying their new knowledge in a different way.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Follow-Up to Today’s Lesson</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick activity for review or building on today’s learning that will deepen student understanding and interconnect concepts (may be incorporated tomorrow or throughout the unit).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Additional Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Any area or lesson component that may not have been covered by this format that you think is vital to include in this lesson.</td>
</tr>
</tbody>
</table>
Lesson Plan Template Form

(UMSL Music Ed)

Teacher’s Name: ________________________________________________________________
Date: ________________________________________________________________
Class: ________________________________________________________________

(On another sheet/sheets of paper, type your lesson plan using this outline as a guide. State the Roman Numeral and Heading; underneath each heading, list all of the necessary answers to the prompted questions in Roman Numeral Outline format.)

I. Proposed Grade Level:

II. Lesson Objective(s): (What concepts will be taught?)
State all of the concepts to be taught within the lesson.

III. Materials Needed:
(What recordings, websites, videos, worksheets etc., will be needed?)
List all of the materials needed for the lesson.

IV. Instructional Strategies and Learning Activities:
A. (Instructional Strategies) The Teacher will:
1. Engage students by modeling verbal, non-verbal, and media communication
2. Utilize questions and discussions leading to problem-solving and critical thinking
3. Foster student learning with instructional resources, e.g., technology
4. Involve students in multi-sensory activities
5. Other:
Missouri Educator Gateway Assessments

**B. (Learning Activities) Within the lesson, the student will be:**
1. Engaged in question/answer activities and discussions
2. Introduced to multi-sensory activities, e.g., hands-on or physical activities, visual, aural, etc.
3. Involved in problem solving, critical thinking, or creative activities individually or in groups
4. Other:

**V. Accommodations:**
(What steps will be taken in order to assist students who may have specific challenges with the lesson?)

**VI. Missouri Standards:** (See worksheets at end of document)
(What are some of the subcomponents of the 9 Mo. Teacher Standards that are addressed in this lesson?)
(List 3 or 4 in sentence form.)

**VII. Outline of Lesson:**
(What steps will to be taken in order to teach the concept/concepts?)
List all of the lesson steps in sequential and detailed form.
Include exact websites or CD titles/tracks, and any copies of worksheets, etc.
List each step of the lesson separately.

**VIII. Evaluation/Assessment:**
(How will students be evaluated or assessed? Will there be a pre-test given to determine a base line? Will the teacher determine how much the students have learned within the lesson by measuring the difference between the base lane and the outcomes?)
State all the ways that you will use to determine if the students have learned the concepts, e.g., questions, follow-up activities, hand-outs, quizzes/tests, etc.

To be Completed after the lesson is presented:

**IX. Reflection:**
(To be completed by the instructor after the lesson is completed)
1. Did you accomplish what you wanted? Did the students learn the lesson objectives?
How do you know?

2. How did you feel about the ways of learning and the structure of the learning process?

3. If you teach this lesson again, how would you change it to make it better?

Missouri Teacher Standards: (9)

**Standard 1: Content Knowledge Aligned with Appropriate Instruction** The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

- Possible Sources of Evidence
  - Quality Indicator 1: Content Knowledge and Academic Language | Continuum
  - Quality Indicator 2: Student Engagement in Subject Matter | Continuum
  - Quality Indicator 3: Disciplinary Research and Inquiry Methodologies | Continuum
  - Quality Indicator 4: Interdisciplinary Instruction | Continuum
  - Quality Indicator 5: Diverse Social and Cultural Perspectives | Continuum

**Standard 2: Student Learning, Growth, and Development** The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

- Possible Sources of Evidence
  - Quality Indicator 1: Cognitive, Social, Emotional, and Physical Development | Continuum
  - Quality Indicator 2: Student Goals | Continuum
  - Quality Indicator 3: Theory of Learning | Continuum
  - Quality Indicator 4: Differentiated Lesson Design | Continuum
  - Quality Indicator 5: Prior Experiences, Multiple Intelligences, Strengths, and Needs | Continuum
  - Quality Indicator 6: Language, Culture, Family, and Knowledge of Community Values | Continuum

**Standard 3: Curriculum Implementation** The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district, and state standards data.

- Possible Sources of Evidence
  - Quality Indicator 1: Implementation of Curriculum Standards | Continuum
  - Quality Indicator 2: Lessons for Diverse Learners | Continuum
  - Quality Indicator 3: Instructional Goals and Differentiated Instructional Strategies | Continuum

**Standard 4: Teaching for Critical Thinking** The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Possible Sources of Evidence
  - Quality Indicator 1: Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking | Continuum
  - Quality Indicator 2: Appropriate Use of Instructional Resources to Enhance Student Learning | Continuum
  - Quality Indicator 3: Cooperative, Small Group, and Independent Learning | Continuum

**Standard 5: Positive Classroom Environment** The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
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- Possible Sources of Evidence
  - Quality Indicator 1: Classroom Management Techniques | Continuum
  - Quality Indicator 2: Management of Time, Space, Transitions, and Activities | Continuum
  - Quality Indicator 3: Classroom, School, and Community Culture | Continuum

Standard 6: Effective Communication The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Possible Sources of Evidence
  - Quality Indicator 1: Verbal and Nonverbal Communication | Continuum
  - Quality Indicator 2: Sensitivity to Culture, Gender, Intellectual, and Physical Differences | Continuum
  - Quality Indicator 3: Learner Expression in Speaking, Writing, and Other Media | Continuum
  - Quality Indicator 4: Technology, Media, and Communication Tools | Continuum

Standard 7: Student Assessment and Data Analysis The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow, develop, and make adequate academic progress.

- Possible Sources of Evidence
  - Quality Indicator 1: Effective Use of Assessments | Continuum
  - Quality Indicator 2: Assessment Data to Improve Learning | Continuum
  - Quality Indicator 3: Student-led Assessment Strategies | Continuum
  - Quality Indicator 4: Effect of Instruction on Individual/Class Learning | Continuum
  - Quality Indicator 5: Communication of Student Progress and Maintaining Records | Continuum
  - Quality Indicator 6: Collaborative Data Analysis | Continuum

Standard 8: Professionalism The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

- Possible Sources of Evidence
  - Quality Indicator 1: Self-assessment and Improvement | Continuum
  - Quality Indicator 2: Professional Learning | Continuum
  - Quality Indicator 3: Professional Rights, Responsibilities, and Ethical Practices | Continuum

Standard 9: Professional Collaboration The teacher has effective working relationships with students, parents, school colleagues, and community members.

- Possible Sources of Evidence
  - Quality Indicator 1: Induction and Collegial Activities | Continuum
  - Quality Indicator 2: Collaborating to Meet Student Needs | Continuum
  - Quality Indicator 3: Cooperative Partnerships in Support of Student Learning | Continuum