

## Student Teaching in Music MUSE 470 – Spring 2026

### Seminar Coordinator

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MU409C

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### GENERAL COURSE INFORMATION FROM OTES (The Office of Teacher Education Services and Clinical Practices)

**Rationale:** The student teaching experience requires pre-service teachers to develop teaching competency under the supervision of licensed, experienced teachers in cooperation with university supervisors within the student teaching program.

#### Course Objectives:

- A. Students will be immersed in the school environment by being able to observe, teach, assist, and participate in all aspects of the school.
- B. Students will analyze various effective instructional approaches and strategies to teaching and classroom management and put these approaches into effective practice.
- C. Students will develop knowledge, skills, dispositions, and insights that are necessary to utilize as a teacher.
- D. Students will learn about various resources that are available to them in the school and community and use them to enhance student teaching.

**Content:** The content of this course relates directly to the ongoing school curriculum and the student teacher's role in implementing the planning for, instruction, and assessment of student learning in the classroom to which they are assigned. The student teacher should be immersed in the entire school environment as fully as possible. Observation, critique, and evaluation are provided by both the classroom mentor teacher and the university supervisor.

**Co-Teaching:** Ball State supports a co-teaching model during student teaching in which the candidate works together with their mentor teacher as a team in teaching students. The benefits of this model are many. Student teachers will have the presence of an experienced teacher in the room. The classroom mentor teacher will be able to observe student teachers and give immediate feedback. And, most importantly, students will have two teaching professionals working with them. This model is presented at orientation and within the face-to-face/online workshops available to all student teachers and mentor teachers. Please note that candidates will be doing a considerable amount of solo teaching. However, this does not necessarily mean the mentor teacher will leave the classroom.

**High-Impact Practices:** Ball State University seeks to provide each undergraduate student a premier educational experience. As such, a strategic imperative, as defined by our strategic plan, is that every student will complete at least one course that includes one of the following [high-impact practices](#).

- Undergraduate Research
- Immersive Learning
- Study Abroad or Away
- Societal Issues or Global Challenge

### UNIVERSITY STATEMENT

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's [Disability Services Office](#) coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu).

### FREEDOM OF EXPRESSION

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's [Statement on Freedom of Expression](#), the resources on Ball State's [Freedom of Expression webpage](#), and [Ball State's Beneficence Pledge](#).

**InTASC Standards:** The student teaching experience is assessed based on the candidate's ability to earn a Basic (B) or better on the following standards:

#### #1. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging experiences.

#### #2. Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### #3. Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**#4. Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**#5. Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**#6. Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**#7. Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**#8. Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**#9. Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of others.

**#10. Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Attendance:** Attendance is expected every day of the student teaching assignment.

- If, however, you have an illness or emergency, you must call the school and your mentor teacher before the start of the school day. You must also notify your university supervisor.
- Medical documentation for sick days will be required after the third (3rd) absence.
- Students with more than five (5) sick days as judged by the university supervisor and the classroom teacher will be required to make up these days in consultation with the Director of OTEs-CP.
- No more than two (2) weeks or ten (10) school days can be missed without having to repeat the entire student teaching experience.
- You must write detailed lesson plans for a substitute whenever you are absent for illness. Even though your classroom supervisor will probably be teaching, the task of preparing for a substitute is one that will prepare you well for the future. (InTASC# 9)

- Excess unexcused absences and/or chronic unsatisfactory performance during student teaching may result in the implementation of a 5-day Improvement Plan or recommendation for Withdrawal or Dismissal from student teaching.

**Academic Dishonesty:** Honesty, truth, and personal responsibility are fundamental attributes of the university community. Academic dishonesty by a student will not be tolerated, for it threatens the foundation of an institution dedicated to the pursuit of knowledge. To maintain its credibility and reputation, and to suitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Any instance of alleged or suspected dishonesty will be processed through the established channels.

### PROFESSIONAL BEHAVIOR AND ATTIRE

- You are expected to conduct yourself in the role of a staff member in the building. ***Dress and conduct yourself professionally*** (regardless of how you may see other faculty members dressing). Your appearance sends a message about your professionalism (InTASC #9). You may participate in designated dress-down days at your school.
- All written communications (journals, emails, etc.) are to incorporate proper conventions and mechanics.
- **Under the Family Educational Rights and Privacy Act (FERPA), you must keep student information confidential. This includes discussing students in the teachers' lounge and in hallways. When in doubt, ask your university supervisor and/or mentor teacher if you can disclose student information of any kind.**

**Professional advice:** This will be an exciting and exhausting semester. Eat well, sleep well, and take care of yourself. Student teaching is a full-time job. Spend time with positive people to keep your spirits high. Ask for help when you need it. Please let us know early of any problems or concerns you might have. Problems are always easier to take care of earlier rather than later.

### GENERAL RESPONSIBILITIES AS A STUDENT TEACHER

**Will vary due to placement...**

- ◆ Follow the time schedule required of teachers in your building. Plan to arrive early or earlier and stay later than your mentor teacher. **Tardiness is unacceptable!**
- ◆ Learn to operate copy machines, AV equipment, projectors, Smartboards, tablets, computers, and other technology devices.
- ◆ Get acquainted with teacher resources in the building: the professional library, videos available, manipulatives, etc.
- ◆ Complete reports and forms for the school office on time. Deadlines are true deadlines and are important!
- ◆ Assist with grades and preparing student reports. Maintain a grade book.
- ◆ Assume hallway, lunchroom, bus, and playground duties.
- ◆ Attend staff or department level meetings, parent programs, and school sponsored events where teachers are regularly expected to attend.
- ◆ Attend case conferences and student support team meetings, if possible, whenever invited.

- ◆ Check your Ball State e-mail daily.
- ◆ **Maintain CONFIDENTIALITY with your own personal life.** You should set restrictions on any Facebook, X, Instagram, Tik-Tok, or other personal social media websites. Do NOT share personal information with students, including your cell phone number, and social media account information. A good guideline is not to have anything on your social media that your family or potential employer should not see.

### REQUIREMENTS, ASSESSMENTS, and ASSIGNMENTS

- **Attendance at all virtual and on-campus Music Student Teacher Seminars (see calendar):** Integrated into the seminars will be a very detailed music education content-specific focus on edTPA, information on teacher licensing, job search issues (e.g., résumés, interviewing), and regular open discussion of current issues. Attendance at each seminar is mandatory. Be sure to communicate these dates with your Mentor Teacher as soon as possible.
  - You are excused from your school responsibilities for these seminars, which means if something is scheduled at the same time as student teaching meetings or seminars, you are *not* to attend those school events. Your mentor teacher is aware of this policy. Please contact Dr. Weaver with concerns, well in advance.
- **Attendance at all edTPA meetings with Chelsie Taylor (see emails from Ms. Taylor):** Chelsie Taylor will provide weekly edTPA seminars for the weeks leading up to the edTPA submission date. *Please refer to emails from Chelsie to ensure you have the correct and updated information regarding these meetings.*
  - Attendance at each seminar on this calendar is mandatory. Be sure to communicate these dates with your Mentor Teacher as soon as possible. You are excused from your school responsibilities for these seminars, which means if something is scheduled at the same time as student teaching meetings or seminars, you are *not* to attend those school events. Your mentor teacher is aware of this policy. Please contact Dr. Weaver with concerns, well in advance.
- **Weekly Reflective Journals (InTASC, ALL):** Your journal is a tool for you to problem solve, question, and analyze your growth as a teacher. You will use it to indicate your abilities in these areas as they relate to the InTASC principles. The journal is not a place to report the happenings of the day; rather, it is an opportunity to reflect on your growth for the week, set goals for the coming week, and communicate ideas in a professional manner. **Journals for the week are due in the MUSE 470 Canvas page no later than Sunday evening at 6 p.m (or emailed to your Supervisor if they prefer).** Please structure each of your journals with the following five headings:
  - **Summary** section **briefly discussing the week**, which may include teaching activities, significant interactions with students, planning/preparation, **progress in achieving the previous week's teaching goals**, and other information your US needs to know about the previous week.
  - **Areas of Strength** section in which you discuss **at least two strengths/successes** of your teaching (including InTASC standards these represent).
  - **Areas for Growth** section discussing **at least two weaknesses/struggles** of your teaching that week (referencing the appropriate InTASC standards).

- **Goals** section identifying **at least 3 specific teaching goals** for the next week with strategies for accomplishing stated goals (referencing the appropriate InTASC standards).
- **edTPA Progress** section providing details about your progress (e.g., selected focus, teaching dates set, Task 1 status, Task 2 status, Task 3 status, etc.)

Your US will read your journal and provide feedback (typically within 24 hours).

NOTE: Your final journal will be a Professional Growth Plan essay submitted to Canvas to meet the Tier 3 expectation for Writing. Details will be provided.

- **Lesson Plans (InTASC 1-8):** Never teach without a lesson plan. You are required to post lesson plans to your MUSE 470 Canvas page (or email to your Supervisor if they prefer), preferably the night before but no later than before the start of the school day when you are teaching. Lesson plans should be uploaded ANY time you teach, even if it for a short amount of time and not a full class period. If you/your MT use a different program/format for lesson planning, you may submit the lesson plans in bulk once a week **at the beginning of the week**. Communicate with your US about this. Lesson plan formats should be detailed and consistent with your training in method courses at BSU.
- **University Supervisor Observations:** University Supervisors will complete a minimum of 6 visits/observations during the academic semester, including the final conference. It is the student teacher's responsibility to facilitate scheduling of these observations and post-observation conferences with the University Supervisor (you should try to leave room in your schedule for a short, in-person post-observation conference directly after the observation). Note that a US can complete unscheduled observations at any time.
- **Mentor Teacher Benchmark Conferences:** Formal conferences with your mentor teacher will occur at least four times throughout the semester (more as deemed necessary by your US and/or MT). An important component of your growth as a professional throughout the semester will be the valuable feedback you get from your mentor teacher. This should happen informally on a daily basis. Ask questions about your performance that can help improve your teaching. This feedback should inform your weekly goals. During the benchmark conferences, you will each come having reflected on and rated your competence in each of the InTASC Standards. You and your mentor teacher will each independently record these ratings AND evidence BEFORE the Benchmark Conference. During the benchmark conferences, you will each come having reflected on and rated your competence in each of the InTASC Standards. You and your mentor teacher will each independently record these ratings AND evidence BEFORE the Benchmark Conference. During the conference, you will discuss these ratings and the evidence you have noted. Following the conference, your mentor teacher will officially record the ratings in Tk20, which is available to both the supervisor and you. Your supervisor may attend these conferences. **It is your responsibility to ensure that the benchmark conferences occur. Try to get them on the schedule shortly after the semester begins. I suggest scheduling one per month (end of January, February, March, and April) as the final conference will need to occur within the first week or so of December.**
- **edTPA:** edTPA is a performance-based, subject-specific, support and assessment system for teacher candidates. Consistent with college and career readiness standards and the InTASC Standards, edTPA assesses teaching behaviors that focus on student learning.

The multiple-measures system includes two primary components: (1) teaching-related performance tasks, embedded in clinical practice, that focus on planning, instruction, assessment, academic language, and analysis of teaching; and (2) a 3-5 day documented learning segment. **edTPA is nationally scored, at a cost of \$300.00 to the student teacher.** Traditionally, teacher candidates complete this assessment throughout the first ten weeks of their student teaching placement.

- It is important to note that supervisors also frequently review your portfolio and complete edTPA interim checks to help you stay on track for submission – there are REQUIRED Canvas assignments related to this.
- **Membership in a Professional Organization (InTASC 9 & 10):** It is expected that all Music Education students at Ball State University be members of at least one professional music education organization: NAFME/IMEA, ASTA, ACDA, MTNA, NBA, AOSA, OAKE, etc. To receive appropriate credit for professional membership, students must have paid all registration dues and be listed on the chosen organization's membership roster no later than midterm. It is recommended that students strongly consider membership in NAFME/IMEA. Included with NAFME/IMEA membership is a subscription to three journals that are a source for continued professional development: Teaching Music, Music Educators Journal, and INform. Membership in a professional organization remains an expectation for students' professional dispositions. Student Teachers are not required to complete a Professional Development Log during student teaching.
- **Professional Disposition:** See posted rubric. You must earn Basic or above in all rows of the Music Education Professional Disposition Rubric to be eligible for a Basic or above on InTASC 9 of the Student Teaching Summative Profile. **ANY UNSATISFACTORY RATING FOR PROFESSIONAL DISPOSITION WILL RESULT IN FAILURE OF STUDENT TEACHING.**

### GRADING POLICY

- **Final Summative Evaluation:** Upon completion of the Ball State requirements, the university supervisor, with input from the mentor teacher, will determine the final ten (10) InTASC levels on the Final Summative Evaluation Assessment (see included rubric below). All assessments throughout the term will be considered.
- In addition to individual university faculty supervisor established deadlines, every piece of documentation (including potential revisions) from the student teacher is due on the Friday of final exam week.
- **EDSE 465** is Credit/No Credit. To receive Credit, student teachers must receive a Basic or better on all 10 InTASC standards. A Basic (B) or better is determined by completion of all requirements listed above AND
  - The expected passing standard on edTPA
  - An overall Basic (B) or better on the final university supervisor evaluation
  - An overall Basic (B) or better on the final mentor teacher benchmark evaluation

Failure to complete each student teaching requirement at the appropriate level will result in a grade of No Credit (NC). Student teachers who do not receive Credit (CR) for the experience must follow the appeal procedures outlined during the student teaching orientation if they wish to

repeat the experience. Note: It is not unusual for student teachers to earn levels of Unsatisfactory on the rubric assessment during the formative evaluation stage.

- **MUSE 470** is graded as follows:
  - All Proficient or above = A (any Distinguished ratings indicate exemplary beyond that)
  - 1-3 Basics and remaining P or above = A-
  - 4-6 Basics and remaining P or above = B+
  - 7-9 Basics and remaining P or above = B
  - All Basics = B-
  - One or more Unsatisfactory = F

<b>Unsatisfactory (U)</b>	<b>Basic (B)</b>	<b>Proficient (P)</b>	<b>Distinguished (D)</b>
<p>The student teacher does not appear to understand the concepts underlying the component. Work on the fundamental practices associated with the element is required to enable growth in this area. Teacher certification will not be granted at this level.</p>	<p>The student teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience (particularly supported by a mentor) may enable the teacher to become proficient in this area. The student teacher will need significant guidance and ongoing skill development to be successful in the classroom.</p>	<p>The student teacher clearly understands the concepts underlying the component and implements it well. This implementation is consistent and effective. They demonstrate the likelihood of becoming an excellent teacher with experience and mentoring.</p>	<p>The student teacher has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. The student teacher has the potential to be an outstanding first-year teacher.</p>

**Student Teaching Course Calendar – Spring 2026**  
(*subject to change... but hopefully it won't!*)

Attendance at each seminar on this calendar is mandatory. Be sure to communicate these dates with your mentor teacher as soon as possible. You are excused from your school responsibilities for these seminars, which means if something is scheduled at the same time as student teaching meetings or seminars, you are *not* to attend those school events. Your mentor teacher is aware of this policy. Please contact Dr. Weaver with concerns, well in advance.

**Note regarding vacation days: You are to follow the school calendar at your placement, not the BSU calendar.**

Monday, January 6 3:30-5:00 pm	Music Education Seminar #1 ( <b>via Zoom</b> – link will be on the Music Education Canvas Community page)  <b>To prepare:</b> Review the syllabus, be prepared to discuss your setting, teaching, and any issues or questions you may have about the start of student teaching or edTPA
Monday, February 2 3:30-5:00 pm	Music Education Seminar #2 ( <b>in person on campus – MU405</b> ) – <b>long distance students need to attend in person</b>
Monday, March 16 3:30-5:00 pm	Music Education Seminar #3 ( <b>in person on campus – MU405</b> ) – <b>long distance students need to attend in person</b>
Monday, March 30 3:30-5:00 pm	Music Education Seminar #4 ( <b>in person on campus – MU405</b> )
Monday, April 20 3:30-5:00 pm	Music Education Seminar #5 ( <b>in person on campus – MU405</b> )
<b>TBD</b>	Music Education Licensing Seminar (Seminar #6 – <b>via Zoom</b> ) with Teachers College
<b>TBD</b>	<b>Final conference/portfolio presentation (scheduled with your MT and US)</b>

**\*\*\* The edTPA submission date will be in March. Once I know that, I will update the syllabus accordingly.**

## **Student Teaching Frequently Asked Questions**

*When in doubt... ask someone first.*

### **What is the chain of communication for student teachers?**

Mentor Teacher  
University Supervisor  
Student Teacher Coordinator (Dr. Weaver)  
Music Education Department Coordinator (Dr. Gerrity)

Typically, your Mentor Teacher will be able to answer most of your general student teaching questions. They should be your first point of contact. As they will likely not know specifics about Ball State student teaching policies, you may then direct your questions to your University Supervisor. While Music Education faculty other than your University Supervisor faculty are typically open to mentoring during your placement, you should remember to be considerate of their time and availability. If you have major concerns about your placement or student teaching in general, please reach out to Dr. Weaver and/or Dr. Gerrity for help after you have exhausted your other resources.

Questions about edTPA should be directed first to your University Supervisor. If your US does not know the answer, they may choose to forward the question to Chelsie Taylor (BSU Director of edTPA) or Dr. Weaver or ask you to do so. Please do not constantly bombard Chelsie with questions – do your homework first, read the handbook, and pay attention during his weekly seminars.

Additionally, we ask that you refrain from directly contacting the Director of the Office of Teacher Education Services and Clinical Practice. The Music Education faculty will serve as liaisons between Teachers College and the School of Music for student teaching related incidences.

### **What is the 5-Day Plan?**

Sometimes student teachers struggle. If a student teacher has continued difficulty during their placement, Ball State University has a policy and procedures in place for students who are operating at Unsatisfactory levels in their Benchmark Conferences and observations. Your university supervisor and your mentor teacher (in conjunction with the director of OTES-CP) will discuss with you the area(s) of difficulty, and the university supervisor will develop a 5-Day Plan. You will be notified about the 5-Day Plan and will meet with the Director of the Office of Teacher Education Services and Clinical Practice to discuss the policy and procedures. You will go over the area(s) of difficulty and the terms of the 5-Day Plan, and you will prepare to return to the classroom the next day.

If you do not make adequate progress while on the 5-Day Plan, OTES-CP will work in conjunction with the University Supervisor and the Mentor Teacher/building principal to dismiss the student from the teaching placement. If this happens, you will be notified and can make the determination to follow an appeal process to student teach again in the future if you wish. You

may also look over the 5-Day Plan, decide you cannot meet the expectations, withdraw from the course, and dismiss yourself from the student teaching placement.

**Can I be a substitute teacher while I'm student teaching?**

Ball State has a specific student teaching substitute policy that must be followed. This policy can be found on the Music Student Teaching Canvas page as well as through OTES-CP.

**Can I add another activity to my semester (such as work unrelated to my student teaching placement)?**

In most cases, yes. Ideally, you should have submitted these activities for approval (Outside Activities form on Canvas) prior to the start of your placement. However, if an opportunity arises during the semester, you first need to discuss it with your mentor teacher and university supervisor before making the commitment. You need to *seriously* consider your capacity to complete your student teaching requirements before adding to your schedule, and remember that anything your mentor teacher does related to school YOU also do (including things that are on evenings and weekends) ... this is your first priority throughout the placement.

**What happens if I do not meet the required score for edTPA?**

Chelsie Taylor will contact you with details about remediation. There are two levels of remediation that correspond with final edTPA scores – you will be required to complete the level that is appropriate for your score. Remediation must be completed in a timely manner, as this is part of the requirements to pass student teaching, complete your degree program, and become eligible to graduate.