

**4-Year Program Student Guide**



**Bachelor of Science  
in  
Music Education**



KUTZTOWN UNIVERSITY  
DEPARTMENT OF MUSIC

Revised Spring 2024

## About the Program

**Accredited by National Association of Schools of Music (NASM)**, this program serves teacher candidates who wish to be certified in general, instrumental, and choral music teaching in pre-kindergarten through 12th grade in Pennsylvania. This certification is also accepted as initial certification in many other states. The Music Education major at Kutztown combines the studies of the College of Visual and Performing Arts and the College of Education.

### Professional Music Education Courses

- Comprehensive courses in elementary and secondary music as well as vocal and instrumental methods to learn effective teaching strategies, principles of child development and current theories in music education
- Sequential course program that develops piano proficiency, conducting skills, and the use of technology in the classroom
- Instrumental technique courses to acquire the knowledge to both teach and play woodwind, brass, string, and percussion instruments
- Specialized courses for vocalists in vocal pedagogy, diction, and vocal ensemble literature

### Practical Field Experience

- Supervision and mentoring by experienced choral and instrumental music education faculty
- Observation and Field Experience placements beginning the first year and continuing each year with increased planning and teaching responsibilities.
- Field Experience in urban, rural, and suburban elementary, middle and high school settings
- 14-week student teaching with a choice of elementary, middle, or high school or a combination of two levels.

### Comprehensive Performance and Musicianship Training

- Four years of applied instrument lessons with applied faculty culminating in a senior recital
- Large ensemble experiences each semester, including orchestra, wind ensemble, choir, or jazz ensemble, plus additional opportunities such as wind and string chamber ensembles, operas, and jazz combos
- Comprehensive music courses in theory, aural skills and music history

## **Music Education Faculty**

**Dr. Jeremy Justeson, Woodwind Techniques, Secondary Methods, Student Teacher Supervision**

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610-683-4551

Old Main 111

**Prof. Daniel Neuenschwander, Instrumental Methods, Overture to Music Education, Student Teacher Supervision. Brass Methods**

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4348

Old Main C-36

**Dr. Peter Isaacson, String Techniques**

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**Dr. Valerie Trollinger, Overture to Music Education, Secondary Methods, Choral Methods, Elementary Methods, Student Teacher Supervision, Music Education Lab-Musician Health, Graduate Courses in Music Education, Education Technology.**

[valerie.trollinger@kutztown.edu](mailto:valerie.trollinger@kutztown.edu)

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**Dr. Frank Kumor, Percussion Techniques**

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## Yearly Checklist

The Bachelor of Science in Music Education is a rigorous professional degree program. In order to complete the program in the recommended 4-year timeframe, use the following checklist to keep you on track

### Freshman Year

- ☐ Open an Anthology account, which is where clearances are to be uploaded:  
<https://www.kutztown.edu/academics/colleges-and-departments/education/clearances.html>
- ☐ Complete your Background Checks that are required for all education degree students & upload clearances to Anthology.
- ☐ Complete/Start Level 1 and 2 Education Experience Observation Hours
- ☐ Keep a copy of your Observation records on your computer: you will upload these to your Professional WIX webpage that you create in Overture to Music Education..
- ☐ Become familiar with the KU Dispositions Policy for Teacher Candidates and Students:  
<https://www.kutztown.edu/academics/colleges-and-departments/education/disposition-policy.html>
- ☐ Take required classes in Math and English, earning a C or higher in the following: (1) 1 English composition course, (2) 1 English literature course, and (3) 1 Math course.
- ☐ Meet with your advisor to register for each semester's classes

### Sophomore Year

- ☐ Complete Level 1 and Level 2 Education Exploration Hours (30 needed overall, can be mixed)
- ☐ Make sure to upload copies of your Observation Hours to your WIX page as you will need these for your MidTier Evaluations.
- ☐ If you have not taken or passed your required ENG or MAT courses... 6 credits of college level mathematics (MAT 103, 104 or higher), 3 credits of English composition (ENG 23 or higher) and 3 credits of English literature. **You must complete these courses with a grade of "C" or better.**
- ☐ **PASS** your MidTier Evaluation
- ☐ **Maintain a 3.0** or higher GPA
- ☐ Take your piano proficiency when you complete class piano courses, then keep practicing! You need to pass the proficiency at least a year before you student teach.
- ☐ Meet with your advisor to register for each semester's classes

### **Junior Year**

- ☐ Make sure you have completed all 30 Education Exploration Level 1 and 2 hours and provided documentation.
- ☐ Prepare for PRAXIS Subject Assessments (required for teacher licensure in PA)
- ☐ Turn in **copies** (NOT ORIGINALS) of your Observation Records to Dr. Trollinger.
- ☐ Complete Field Experience Hours- 10 hours per methods course.
- ☐ **Maintain a 3.0** or higher GPA
- ☐ **Take your piano proficiency exam** when you complete class piano courses.
- ☐ Apply for Clinical Experience placement **a year in advance** through the College of Education organizational meetings.
- ☐ Discuss with your applied teacher to prepare for your **Senior Recital**
- ☐ Meet with your advisor to register for each semester's classes

### **Senior Year**

- ☐ You **MUST UPDATE** your Clearances. Upload NEW copies to Anthology and you will turn in copies to the Clinical Experience Office and you will often be required to submit them to the schools directly for student teaching.
- ☐ Purchase PSEA insurance before student teaching
- ☐ Do a degree audit in MyKU to ensure that you have met all of your degree requirements.
- ☐ Take and pass the PRAXIS exams (2) required for licensure: Fundamental Subjects and Knowledge (5511) and the Music Content Knowledge (5113)
- ☐ When you are student teaching...
- ☐ After Graduation: apply for your teaching license through the TIMS system
- ☐ <https://www.education.pa.gov/Educators/Certification/Pages/TIMS.aspx>

**START HERE**

## Freshman Year

At the beginning of your Freshman year as a music education major, there are a number of requirements you need to meet concerning observations in schools and academic evaluations. **This includes maintaining a 3.0 or above GPA.** Use the table below as a checklist to make sure you have completed each task.

Check-off	What you must do:	Why you must do this:	How to do this:	Other information
<input type="checkbox"/>	<b>Open an Anthology account</b>	Anthology is used by KU to record your progress in meeting requirements for degree completion and teacher licensing requirements. You can read more about it <a href="#">here</a> .	<a href="#">Go to this website</a> to get the directions on setting up your Anthology Account.	There is no cost to you for this subscription. However, after you graduate, you may need to pay a fee to continue having access to Anthology.
<input type="checkbox"/>	<b>Complete your Background Checks that are required for <u>all</u> education degree students &amp; upload clearances to Anthology.</b>	As part of your degree requirement and licensure requirement, you must complete a number of hours observing and teaching in the public schools. The PA STATE LAW requires that several background checks must be completed BEFORE you can go to any school (this includes the one from which you graduated). The required background checks are: (1) Act 34 Criminal History Report, (2) Act 151 Child Abuse History Report (Form CY113), (3) Act 114 – FBI Federal Criminal History Record, (4) Act 24 Arrest/Conviction Report, and (5) TB test. <b>You must bring copies of your clearances when you do your observations at schools, otherwise they may not let you in.</b>	Follow <a href="#">this link</a> for instructions on how to complete each background check and how to upload your clearances to Anthology :( <a href="https://www.kutztown.edu/academics/colleges-and-departments/education/clearances.html">https://www.kutztown.edu/academics/colleges-and-departments/education/clearances.html</a> )	You are financially responsible for the fees for each clearance and test. The fees are listed on the <a href="#">on the same page as the clearance directions</a> .  <b>Note: Background checks MUST be completed prior to starting of your observation tasks (see next item).</b>

## Freshman Year

Check-off	What you must do:	Why you must do this:	How to do this:	Other information
<input type="checkbox"/>	<b>Complete/Start Level 1 and 2 Education Experience Observation Hours</b>	<p>You will start working on completing your <b>Education Exploration</b> levels (30 hours total). Level 1 is 20 hours and Level 2 is another 10 hours. In your Overture to Music Education (OME) course, your professor will instruct you how to initiate the process. <b>After OME is done, you will need to complete the remaining hours you need on your own.</b></p> <p>In theory, you <b>should</b> have Education Exploration-Level 1-Observations (20 hours) completed before you move on to Level 2-Pre-teaching (10 hours). However, you may have the opportunity to get to know a teacher and develop a working relationship for a period of time. Therefore, it is advantageous to build trust by observing first (complete 5 hrs of Level 1 – Observations), and afterwards assist in teaching (another 5 hours of Level 2 – Pre-teaching). Therefore, you <b>may</b> start completing Level 2 prior to completing all of Level 1.</p> <p>You will need to split up the observations among different kinds of schools and teaching situations. <b>You cannot complete all observation hours in one school.</b></p>	<p><a href="#">Download Levels 1 &amp;2 Observation/Pre-Teaching form</a></p> <p>(also see back pages for forms)</p>	<p>You are responsible for contacting teachers in the public schools who will let you observe.</p> <p><a href="#">List of approved districts from COE.</a> (<a href="https://goo.gl/uRZuyz">https://goo.gl/uRZuyz</a>)</p> <p><b>Note: You are not permitted to miss classes to fulfill your observation requirements. Also, many schools still have COVID restrictions and will not permit observers.</b></p>

## Freshman Year

Check-off	What you must do:	Why you must do this:	How to do this:	Other information
<input type="checkbox"/>	Turn in <b>copies</b> (NOT ORIGINALS) of your Observation Records to you WIX professional site.	The music department needs copies of all observations you have completed for your files. We will access these via your professional Website.	Upload copies into the designated tab in your WIX website. <b>You MUST keep the originals.</b>	Do NOT give the music department your original copies. Copies are to be either scanned and printed or copied.  <b>Note: Photographs of the forms CANNOT be accepted.</b>
<input type="checkbox"/>	If you have not taken or passed your required ENG or MAT courses...	Take these courses as soon as possible. They are required to be taken and passed prior to applying for Teacher Candidacy.	<b>You must complete your</b> English and Math courses prior to completing 48 credits. <b>You must complete these courses with a grade of "C" or better.</b>	If you have a score of 3 or Higher on the AP English Exam, that may be used to substitute for some of the English classes. <a href="https://goo.gl/EUm2pM">Click here</a> for more info. (https://goo.gl/EUm2pM)
<input type="checkbox"/>	Meet with your advisor to register for next semester's classes	To keep you on track to graduate in 4 years, you must navigate a tight course progression. <b>Some courses are only offered on alternate years, and it is important that you are registered for them.</b>	Familiarize yourself with the B.S in Music Education degree checksheet.  Pay attention to the Course Sequence on page 3 of the checksheet.  Note when you can register for classes (available on MyKU), and be sure to schedule a meeting with your advisor for advisement <b>before then.</b>	<b>Have your classes picked out before meeting with your advisor.</b> Your advisor cannot tell you what classes to take. They can double-check your selected courses, and make sure that you are on -track on your degree program. <b>You are ultimately responsible for choosing the right classes.</b>



## Sophomore Year

During your sophomore year as a music education major, your main focus is completing requirements to apply for teacher candidacy through the College of Education. **You must continue to maintain a 3.0 or above GPA for candidacy.** Candidacy is a **required status** to continue as a music education major. Use the table below as a checklist to keep you on track.

Check-off	What you must do:	Why you must do this:	How to do this:	Other information
<div>10</div> <input type="checkbox"/>	<b>Complete Level 1 and Level 2 Education Exploration Hours</b>	<p>You will continue working on completing your Education Exploration hours on your own through this year.</p> <p>In theory, you <b>should</b> have Education Exploration-Level 1-Observations (20 hours) completed before you move on to Level 2-Pre-teaching (20 hours). However, you may have the opportunity to get to know a teacher and develop a working relationship for a period of time. Therefore, it is advantageous to build trust by observing first (complete 5 hrs of Level 1 – Observations), and afterwards assist in teaching (another 5 hours of Level 2 – Pre-teaching). Therefore, you <b>may</b> start completing Level 2 prior to completing all of Level 1.</p> <p>You will need to split up the observations among different kinds of schools and teaching situations. <b>You cannot complete all observation hours in one school.</b></p>	<p><a href="#">Download Levels 1 &amp;2 Observation/Pre-Teaching form</a></p> <p>(also see back pages for forms)</p>	<p>You are responsible for contacting teachers in the public schools who will let you observe. You are responsible for contacting teachers in the public schools who will let you observe. The list of approved school districts is later in this document.</p> <p><b>Note: You are not permitted to miss classes to fulfill your observation requirements.</b></p>

## Sophomore Year

Check-off	What you must do:	Why you must do this:	How to do this:	Other information
<input type="checkbox"/>	<b>Upload scanned copies (NOT ORIGINALS) of your Observation Records to your Professional Wix Website</b>	The music department needs copies of all observations you complete. We access these via your Wix Website.	Upload the scans to the appropriate tab in your Wix Professional Website. <b>You MUST keep the originals.</b>	Do NOT give the music department your original copies. Copies are to be either scanned and printed or copied.  <b>Note: Photographs of the forms CANNOT be accepted.</b>
<input type="checkbox"/>	<b><u>If you have not yet done so, make sure the College of Education has copies of your testing scores (SAT/ACT, ETS Core) to verify that you have met those requirements.</u></b>	This is done to verify that you meet the minimum testing scores required by the PA Department of Education for pre-teacher candidates.	There is nothing specific you need to do to get this information to the College of Education. <u>Just make sure that you include Kutztown University as one of your schools to which test scores are reported.</u>	If you are not sure if your scores are reported or if you have questions about combining scores (e.g., components of your SAT score) please contact Ms. Faust at <a href="mailto:cfaust@kutztown.edu">cfaust@kutztown.edu</a> .

## Sophomore Year

Check-off	What you must do:	Why you must do this:	How to do this:	Other information
<input type="checkbox"/>	<b>If you have not taken or passed your required ENG or MAT courses...</b>	Take these courses as soon as possible. They are required to be taken and passed prior to applying for Teacher Candidacy.	<b>You must complete your</b> English and Math courses prior to completing 48 credits. <b>You must complete these courses with a grade of “C” or better.</b>	If you have a score of 3 or Higher on the AP English Exam, that may be used to substitute for some of the English classes. <a href="https://goo.gl/EUm2pM">Click here</a> for more info. (https://goo.gl/EUm2pM)
<input type="checkbox"/>	<b><u>PASS your MidTier Evaluation</u></b>	We are required to make sure you are progressing successfully through the program. Dr. Trollinger will contact you at the beginning of sophomore year concerning preparation for the MidTier Evaluation.	<p>Your MidTier evaluation will consist of 5 parts: (1) a writing sample on a topic concerned with music education (topic will be provided by your music education faculty), (2) performance of an <b>accompanied</b> work (unless you are a pianist or a percussionist) in a student recital in the <b>spring</b> semester (consult with your applied teacher), (3) evaluations by your professors and afterwards, feedback will be shared with you (consult with Dr. Trollinger), (4) an interview with music faculty (consult with Dr. Trollinger), and (5) piano assessment by performing a patriotic song (consult with yourclass piano teacher)</p> <p>You will either <b>Pass</b> the MidTier proficiency, <b>Fail-Remediation</b> (which means you will be given an opportunity to address concerns and then be re-evaluated) or <b>Fail-Removal</b> (students will be guided to switch to another suitable major).</p>	

## Sophomore Year

Check-off	What you must do:	Why you must do this:	How to do this:	Other information
<input type="checkbox"/>	<b>Maintain a 3.0 or higher GPA</b>	You will not be able to apply for candidacy if you have a <b>GPA below 3.0.</b>		
	<b>Take your piano proficiency exam when you complete class piano courses.</b>	Piano performance for music educators is a critical skill and demonstrating performance ability on the piano is often a component of interviews for music teaching positions. Passing the piano proficiency exam is required <b>prior to requesting</b> Clinical Experience (student teaching) placement. Taking your piano proficiency exam during your sophomore year <b>will allow you time to make remediation should you not pass the first try.</b>	Piano proficiencies are offered at the end of each semester. You will have the option to sign-up for your proficiency through your piano professors.	Even after you pass your proficiency, keep practicing, as you will need to play piano when student teaching.
	<b>Meet with your advisor to register for next semester's classes</b>	To keep you on track to graduate in 4 years, you must navigate a tight course progression. <b>Some courses are only offered on alternate years, and it is important that you are registered for them.</b>	<p>Familiarize yourself with the B.S in Music Education <a href="#">degree requirements checksheet</a>.) Pay attention to the Course Sequence on page 3 of the checksheet.</p> <p>Note when you can register for classes (available on MyKU), and be sure to schedule a meeting with your advisor for advisement <b>before then</b>. You will not be allowed to register for classes until your advisor 'release' you on MyKU.</p> <p>If you need help to navigate MyKU, seek help from your friends in your Studio or your advisor.</p>	<b>Have your classes picked out before meeting with your advisor.</b> Your advisor cannot tell you what classes to take. They can double-check your selected courses, and make sure that you are on-track on your degree program. <b>You are ultimately responsible for choosing the right classes.</b>

## Junior Year

During your junior year as a music education major, your main focus is completing requirements to apply for teacher candidacy through the College of Education. **You must continue to maintain a 3.0 or above GPA for candidacy.** Candidacy is required status to continue as a music education major. Use the table below as a checklist to make sure you have completed each task.

Check-off	What you must do:	Why you must do this:	How to do this:	Other information
<div>16</div> <input type="checkbox"/>	<p><b>Make sure you have completed all 30 Education Exploration Level 1 and 2 hours and provided documentation. This should be done before you start your Methods classes and Field Experience</b></p>	<p>You will continue working on completing your observation hours on your own through this year.</p> <p>In theory, you <b>should</b> have Education Exploration-Level 1-Observations (20 hours) completed before you move on to Level 2-Pre-teaching (10 hours). However, you may have the opportunity to get to know a teacher and develop a working relationship for a period of time. Therefore, it is advantageous to build trust by observing first (complete 5 hrs of Level 1 – Observations), and afterwards assist in teaching (another 5 hours of Level 2 – Pre-teaching). Therefore, you <b>may</b> start completing Level 2 prior to completing all of Level 1.</p> <p>You will need to split up the observations among different kinds of schools and teaching situations. <b>You cannot complete all observation hours in one school.</b></p>	<p><a href="#">Download Level 1 Observation Form</a></p> <p><a href="#">Download Level 2 Observation Form</a></p> <p>(see back pages for forms)</p>	<p>You are responsible for contacting teachers in the public schools who will let you observe. The list of approved school districts is later in this document.</p> <p><b>Note: You are not permitted to miss classes to fulfill your observation requirements.</b></p>

## Junior Year

Check-off	What you must do:	Why you must do this:	How to do this:	Other information
<input type="checkbox"/>	<b>Prepare for PRAXIS Subject Assessments (required for teacher licensure in PA)</b>	<p>You have previously taken initial your assessments in your sophomore year.</p> <p>For this phase, you are required to PRAXIS Subject Assessments (two tests) for licensure in PA: (1) Test Code 5511: Fundamental Knowledge and (2) Test Code 5113: Music: Content Knowledge.</p>	<p>You have several options to meet this requirement: You may take the tests at any testing center. For more information about the tests, click on this <a href="https://goo.gl/iRNbpm">link</a> (https://goo.gl/iRNbpm). Then <b>scroll down</b> and click on the + sign in front of the PK-12 areas</p> <div data-bbox="1192 701 1656 1026" data-label="Image"> </div> <p><a href="#">Register</a> for the tests.</p> <p><a href="#">Test Dates and Testing Centers.</a></p>	<p>You must have taken or registered to take PRAXIS Subject Assessments prior to receiving a Clinical Placement.</p> <p>It is <b>strongly recommended</b> that you do not take these tests until after you have completed both of your music history courses, technology class, and all of your music teaching methods classes, since questions in all those areas are on the test.</p> <p>You are financially responsible for all test fees.</p>

## Junior Year

Check-off	What you must do:	Why you must do this:	How to do this:	Other information
<input type="checkbox"/>	<b>Upload scanned copies of your forms to your Wix Professional Website.</b>	The music department needs copies of all observations you complete. We access them through your Wix Professional Website.	Upload the copies to the correct tab in your Wix Website. <b>You MUST keep the originals.</b>	<p>You must have taken or registered to take PRAXIS Subject Assessments prior to receiving a Clinical Placement.</p> <p>It is <b>strongly recommended</b> that you do not take these tests until after you have completed both of your music history courses, technology class, and all of your music teaching methods classes, since questions in all those areas are on the test.</p> <p>You are financially responsible for all test fees.</p>
<input type="checkbox"/>	<b>Complete Field Experience Hours (Level 3)</b>	You are required to complete field experiences for these courses (1) Elementary Music Methods, (2) Secondary Music Methods, (3) Instrumental Music Methods and (4) Choral Music Methods. Your course instructors will go through what is expected for this experience.	<a href="#">Download Level 3 Observation Form</a> (also see back pages for forms)	

## Junior Year

Check-off	What you must do:	Why you must do this:	How to do this:	Other information
	<b>Maintain a 3.0 or higher GPA</b>	You will not be able to apply for Clinical Experience if you have a GPA below 3.0.		
<input type="checkbox"/>	<b>Take your piano proficiency exam when you complete class piano courses.</b>	<p>Piano performance for music educators is a critical skill and demonstrating performance ability on the piano is often a component of interviews for music teaching positions.</p> <p>Remember, passing the piano proficiency exam is required <b>prior to requesting</b> Clinical Experience (student teaching) placement.</p>	Piano proficiencies are offered at the end of each semester. You will have the option to sign-up for your proficiency through your piano professors.	Even after you pass your proficiency, keep practicing, as you will need to play piano when student teaching.
<input type="checkbox"/>	<b>Apply for Clinical Experience placement a year in advance through the College of Education organizational meetings.</b>	At the start of your junior year, the College of Education will send emails notifying you of meetings that you <b>must</b> attend to register for your senior year Clinical Experience. If you are planning to student teach in the Fall semester of your senior year, you must attend a meeting to register during the previous Fall semester. If you plan on teaching in the Spring semester of your senior year, then you must attend a meeting to register during the previous Spring semester of your junior year.	<b>You can only apply for student teaching by attending one of these meetings.</b> Do not ignore this very important requirement! <u>The form will be sent to you by the Placement Office.</u>	If you miss the meeting and don't apply to student teach, you will not be placed. This is not an automatic process. You will get emails from the college of education and dept of music alerting you to these meetings.



## Junior Year

Check-off	What you must do:	Why you must do this:	How to do this:	Other information
<input type="checkbox"/>	<b>Discuss with your applied teacher to prepare for your Senior Recital</b>	As part of your degree requirements, you must perform a 50-minute recital in your senior year.	Meet with your applied teacher and begin discussing a program outline for your senior recital. Your teacher will guide you through the <b>required</b> recital hearing and the process of selecting a recital date and venue.	
<input type="checkbox"/>	<b>Meet with your advisor to register for next semester's classes</b>	To keep you on track to graduate in 4 years, you must navigate a tight course progression. <b>Some courses are only offered on alternate years, and it is important that you are registered for them.</b>	<p>Familiarize yourself with the B.S in Music Education. Pay attention to the Course Sequence on page 3 of the checksheet.</p> <p>Note when you can register for classes (available on MyKU), and be sure to schedule a meeting with your advisor for advisement <b>before then</b>. You will not be allowed to register for classes until your advisor 'release' you on MyKU.</p> <p>If you need help to navigate MyKU, seek help from your friends in your studio or advisor.</p>	<b>Have your classes picked out before meeting with your advisor.</b> Your advisor cannot tell you what classes to take. They can double-check your selected courses, and make sure that you are on-track on your degree program. <b>You are ultimately responsible for choosing the right classes.</b>

## Senior Year

Your senior year is going to be spent (1) completing coursework and presenting your senior recital on one semester and (2) completing your Clinical Experience (student teaching) on the other semester. This is the year to clean up all remaining details and prepare to student teach and apply for licensure.

Check-off	What you must do:	Why you must do this:	How to do this:	Other information
<input type="checkbox"/>	<b>You <span style="color: red;">MUST UPDATE</span> your Clearances. Upload NEW copies to Anthology and you will turn in copies to the Clinical Experience Office.</b>	<p>This is to ensure that there are no unforeseen problems with your clearances that will prevent you from being able to student teach.</p> <p>The required background checks are: (1) Act 34 Criminal History Report, (2) Act 151 Child Abuse History Report (Form CY113), Act 114 – FBI Federal Criminal History Record, (4) Act 24 Arrest/Conviction Report, and (5) TB test</p>	Follow <a href="#">this link</a> for instructions on how to complete each background check.	You are financially responsible for the fees for each clearance and test. The fees are listed on the <a href="#">background checks instructions page</a> .
<input type="checkbox"/>	<b>Purchase PSEA insurance before student teaching</b>	You are required to purchase insurance just prior to student teaching. This is done to protect you against any legal actions against you as a student teacher. For example, a child may fall during class and the parent decides to take legal actions.	The Clinical Experience Office will provide this information in emails prior to student teaching.	

## Senior Year

Check-off	What you must do:	Why you must do this:	How to do this:	Other information
<input type="checkbox"/>	<b>Do a degree audit in MyKU to ensure that you have met all of your degree requirements.</b>	You may need to complete a few general education courses during your senior year. Meet with your advisor to ensure that your course completion is on-track. You can also monitor your course completion by accessing <b>MyKU</b> and select 'Degree Requirements' on the pulldown menu in the <b>Student Center</b> to see if you have met all requirements.	In <b>MyKU</b> , go to your <b>Student Center</b> and then select 'Degree Requirements' from the pulldown menu on the left side of the screen.	You are responsible for completing all coursework for graduation. Otherwise, you may have to stay an extra semester.
<input type="checkbox"/>	<b>When you are student teaching...</b>	Dr. Trollinger and the Clinical Experience Office will guide you through all of the requirements needed for you to apply for licensure, which is done online.		
<input type="checkbox"/>	<b>After Graduation...</b>	Congratulations! Apply for jobs and good luck!	There will be several online sites that are used for teacher recruitment, and you will set up your accounts to apply while you are student teaching. You will also apply for your license via the TIMS (Teacher Information Management System) site, through the PA Department of Education. <a href="https://www.kutztown.edu/academics/colleges-and-departments/education/pde-tims-certification-resources.html">https://www.kutztown.edu/academics/colleges-and-departments/education/pde-tims-certification-resources.html</a>	

## **Kutztown University Cooperating School Districts**

**Berks County:** Antietam, Boyertown, Brandywine Heights, Conrad Weiser, Daniel Boone, Exeter, Fleetwood, Governor Mifflin, Hamburg, Kutztown, Muhlenberg, Oley Valley, Reading, Schuylkill Valley, Tulpehocken, Twin Valley, Wilson, Wyomissing

**Bucks County:** Central Bucks, Palisades, Pennridge, Quakertown

**Carbon County:** Lehigh, Palmerton, Panther Valley

**Chester County:** Owen J. Roberts, Coatesville, Downingtown

**Lancaster County:** Cocalico, Conestoga Valley, Ephrata, Hempfield, Lancaster, Manheim

**Lebanon County:** Lebanon, Palmyra

**Lehigh County:** Allentown, Catasauqua, East Penn, Northern Lehigh, Northwestern Lehigh, Parkland, Salisbury, Southern Lehigh, Whitehall-Coplay

**Montgomery County:** Colonial, Methacton, Norristown, North Penn, Perkiomen Valley, Pottsgrove, Pottstown, Souderton, Spring-Ford, Upper Moreland Township, Upper Perkiomen

**Monroe:** East Stroudsburg, Pleasant Valley

**Northampton County:** Bangor, Bethlehem, Easton, Nazareth, Northampton, Pen Argyl, Saucon Valley, Wilson Borough

**Philadelphia County:** Philadelphia City

**Schuylkill County:** Blue Mountain, Pine Grove, Pottsville, Saint Clair, Schuylkill Haven, Tamaqua

**Intermediate Units:** Berks County IU #14; Carbon-Lehigh IU #21, Chester County IU #24, Colonial-Northampton IU #20, Lancaster-Lebanon IU #13, Schuylkill IU #29, Bucks County IU #22, Montgomery County IU #23

**Career & Technical Centers:** Berks (BCTC), Lehigh Career & Technical Institute, Reading-Muhlenberg CTC, Bethlehem Area Votech

**Other:** Maryland School for the Blind, Kidspeace, Parochial Schools, Private Schools, Public Libraries, Roberto Clemente Charter School, Overbrook School for the Blind, Puerto Rico

KU Clinical Experiences Affiliations 2012

NAME		EFFECTIVE DATE AUGUST 27, 2018		<div>KUTZTOWN</div> <div>UNIVERSITY</div>		
ID NUMBER		VERSION 2188				
DEGREE REQUIREMENTS						
GENERAL EDUCATION						
<div>Student Learning Outcomes (SLO)</div> <p>Upon completion of the requirements for the General Education Program, students will be able to:</p> <div><div>1</div>communicate clearly and effectively orally and in writing.</div> <div><div>2</div>apply scientific and quantitative reasoning to solve problems and increase knowledge.</div> <div><div>3</div>apply skills in critical analysis and reasoning for the interpretation of data.</div> <div><div>4</div>engage critically with creative or artistic works.</div> <div><div>5</div>demonstrate the ability to retrieve, interpret, evaluate, and use information.</div> <div><div>6</div>analyze the role of values, ethics, diversity, and multiple perspectives in local and global society.</div> <div><div>7</div>demonstrate an understanding of various models for the development of the whole person.</div>						

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explore concepts, ideas, and methods from a variety of disciplines.

Use this checksheet to plan your degree program. Meet every semester with your academic advisor to be sure that you are taking courses that are required to obtain the degree you are seeking. Discuss your goals and choose courses that will help you to attain them. Get the most out of your education by taking advantage of everything that Kutztown University has to offer.

<b>PROGRAM CODE</b> UVPAMUSED	<b>COLLEGE OF VISUAL AND PERFORMING ARTS</b>		
<b>EFFECTIVE DATE</b> FALL 2021	<b>MUSIC EDUCATION</b>		
<b>VERSION NUMBER</b> 2218	B A C H E L O R O F S C I E N C E I N M U S I C E D U C A T I O N		


<b>STUDENT:</b>	<b>STUDENT ID NUMBER:</b>
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REQUIRED MUSIC COURSES		
COURSE	CR	GRADE
MUS 101: AURAL SKILLS I♦+	2	
MUS 102: HARMONY & THEORY I♦+	3	
MUS 201: AURAL SKILLS II♦+	2	
MUS 202: HARMONY & THEORY II♦+	3	
MUS 214: HARMONY & THEORY III♦+	3	
MUS 213: AURAL SKILLS III♦+	2	
MUS 230: INTRO TO MUSIC TECHNOLOGY+	3	
MUS 310: COMPOSITION & ARRANGING♦+	3	
MUS 311: MUSIC/ANCIENT TIMES TO 1750♦+	3	
MUS 312: MUSIC/1750 TO PRESENT♦+*	3	
MUS 325: CONDUCTING (VOCAL & INSTRUMENTAL) ♦+	2	
MUS 326: ADVANCED CONDUCTING	1	
MUS or MUP ELECTIVES	5	
<b>TOTAL CREDITS</b>	<b>35</b>	
APPLIED MUSIC COURSES		
MUP: MAJOR PERFORMANCE AREA ♦	1	
MUP: MAJOR PERFORMANCE AREA ♦	1	
MUP: MAJOR PERFORMANCE AREA ♦	1	
MUP: MAJOR PERFORMANCE AREA ♦	1	
MUP: MAJOR PERFORMANCE AREA ♦	1	
MUP: MAJOR PERFORMANCE AREA ♦	1	
MUP: MAJOR PERFORMANCE AREA ♦	1	
MUS 24: CLASS PIANO I (EXCEPT PIANO MAJORS)	1	
MUS 124 CLASS PIANO II	1	
MUS 224 CLASS PIANO III	1	
MUP: LARGE ENSEMBLES IN MAJOR AREA	1	
MUP: LARGE ENSEMBLES IN MAJOR AREA	1	
MUP: LARGE ENSEMBLES IN MAJOR AREA	1	
MUP: LARGE ENSEMBLES IN MAJOR AREA	1	
MUP: LARGE ENSEMBLES IN MAJOR AREA	1	
MUP: SMALL ENSEMBLES IN MAJOR AREA	1	
MUP: SMALL ENSEMBLES IN MAJOR AREA	1	
MUP 399: SENIOR RECITAL ♦	1	
<b>TOTAL CREDITS</b>	<b>18</b>	

MUSIC EDUCATION COURSES		
COURSE	CR	GRADE
MUU 220: ELEMENTARY MUSIC METHODS♦+*	3	
MUU 222: SECONDARY MUSIC METHODS♦+	3	
MUU 231: STRING TECHNIQUES♦+	1	
MUU 232: WOODWIND TECHNIQUES♦+	1	
MUU 233: BRASS TECHNIQUES♦+	1	
MUU 234: PERCUSSION TECHNIQUES♦+	1	
MUU 299: MUSIC ED LAB ♦+	1	
MUU 320: INSTRUMENTAL METHODS♦+	3	
MUU 322: CHORAL METHODS♦+	3	
<b>TOTAL CREDITS</b>	<b>17</b>	

PROFESSIONAL COURSES		
COURSE	CR	GRADE
MUU 100: OVERTURE TO MUSIC ED♦+	2	
EDU 150: ENGLISH LANGUAGE LEARNERS*	3	
SPU 201: COGNITIVE DEV OF DIVERSE LEARNERS*	3	
MUU 335: MUSIC FOR THE EXCEPTIONAL LEARNER*	3	
SPU 316: LITERACY DEV & INSTRUCTION IN CORE & INTERVENTION AREAS*	3	
<b>TOTAL CREDITS</b>	<b>14</b>	

CLINICAL COMPONENT		
COURSE	CR	GRADE
MUU 390: CLINICAL EXPERIENCE I♦	6	
MUU 391: CLINICAL EXPERIENCE II♦	6	
<b>TOTAL CREDITS</b>	<b>12</b>	
<i>The following courses are suggested to meet your General Education and Certification requirements. If any of these are taken outside General Education, your total credits could be as high as 141.</i>		
COURSE	CR	GRADE
MAT 017 OR ABOVE IN GEN ED C	3	
MAT 017 OR ABOVE IN GEN ED C	3	
ENG: ANY LITERATURE COURSE IN GEN ED B	3	
MUS 116 FINDING YOUR VOICE	3	

GRADUATION REQUIREMENTS						
		REQUIRED	✓		REQUIRED	✓
	GENERAL EDUCATION CREDITS	42-45		THESE COURSES ARE REQUIRED PRIOR TO CLINICAL EXPERIENCE	+	
	PROGRAM CREDITS (MINIMUM)	78		THESE COURSES REQUIRE A “C” OR BETTER TO CONTINUE AS A MUSIC MAJOR	♦	
	TOTAL CREDITS	120-141		THESE COURSES ALSO COUNT AS GEN ED	*	

**FOUR-YEAR PROGRAM PLAN  
BS MUSIC EDUCATION**

FIRST YEAR					
Fall Semester			Spring Semester		
Course	Title	Credits	Course	Title	Credits
MUP	PRIVATE INSTRUCTION	1	MUP	PRIVATE INSTRUCTION	1
MUP	LARGE ENSEMBLE	1	MUP	LARGE ENSEMBLE	1
MUS 24	CLASS PIANO I	1	MUS 124	CLASS PIANO II	1
MUS 101	AURAL SKILLS I	2	MUS 201	AURAL SKILLS II	2
MUS 102	HARMONY AND THEORY I	3	MUS 202	HARMONY AND THEORY II	3
MUU 231	STRING TECHNIQUES	1	MUU 100	OVERTURE TO MUSIC ED	2
MAT 017 +	MATH 017 <i>or above</i> - C.2.	3	MUU 234	PERCUSSION TECHNIQUES	1
FYS 100	FIRST YEAR SEMINAR	3	CMP1XX	COMPOSITION - A.1.	3
			MAT 017 +	MATH 017 <i>or above</i> - C.3.	3
<b>Total</b>		<b>15</b>	<b>Total</b>		<b>17</b>

SECOND YEAR					
Fall Semester			Spring Semester		
Course	Title	Credits	Course	Title	Credits
MUP	SMALL ENSEMBLE	1	MUP	SMALL ENSEMBLE	1
MUP	PRIVATE INSTRUCTION	1	MUP	PRIVATE INSTRUCTION	1
MUS 213	AURAL SKILLS III	2	MUP	ELECTIVE	1
MUS 214	HARMONY AND THEORY III	3	MUS 230	INTRO TO MUSIC TECHNOLOGY	3
MUS 224	CLASS PIANO III	1	MUS 325	CONDUCTING	2
MUU 233	BRASS TECHNIQUES	1	MUU 220	ELEMENTARY MUSIC METHODS - D <i>or</i> SECONDARY MUSIC METHODS	3
MUU 299	MUSIC EDUCATION LAB	1	MUU 222		
MUS 116	FINDING YOUR VOICE - A.3.	3	MUU 232	WOODWIND TECHNIQUES	1
SPU 201	COGNITIVE DEV. OF DIVERSE LEARNERS - B	3	B	ANY ENGLISH LITERATURE COURSE - B	3
<b>Total</b>		<b>16</b>	<b>Total</b>		<b>15</b>

THIRD YEAR					
Fall Semester			Spring Semester		
Course	Title	Credits	Course	Title	Credits
MUP	PRIVATE INSTRUCTION	1	MUP	PRIVATE INSTRUCTION	1
MUP	LARGE ENSEMBLE	1	MUP	LARGE ENSEMBLE	1
MUP	ELECTIVE	1	MUS 326	ADVANCED CONDUCTING	1
MUS 310	COMPOSITION & ARRANGING	3	MUU 220	ELEMENTARY MUSIC METHODS - D <i>or</i> SECONDARY MUSIC METHODS	3
MUS 311	MUSIC FROM ANCIENT TIMES TO 1750	3	MUU 222		
MUU 320	INSTRUMENTAL MUSIC METHODS <i>or</i> CHORAL MUSIC METHODS	3	C.1.	ANY SCIENTIFIC INQUIRY - C.1.	3
MUU 322			MUS 312	MUSIC 1750 TO PRESENT - D	3
MUU 335	MUSIC FOR THE EXCEPTIONAL LEARNER - D <i>or</i> LITERACY DEVELOPMENT INSTRUCTION - A.4.	3	EDU 150	ENGLISH LANGUAGE LEARNERS - B	3
SPU 316					
<b>Total</b>		<b>15</b>	<b>Total</b>		<b>15</b>

FOURTH YEAR					
Fall Semester			Spring Semester		
Course	Title	Credits	Course	Title	Credits
MUP	LARGE ENSEMBLE	1	MUU 390	CLINICAL EXP & PRACTICUM I	6
MUP	PRIVATE INSTRUCTION	1	MUU 391	CLINICAL EXP & PRACTICUM II	6
MUP	SENIOR RECITAL	1			
MUS	ELECTIVE	3			
MUU 320	INSTRUMENTAL MUSIC METHODS <i>or</i> CHORAL MUSIC METHODS	3			
MUU 322					
MUU 335	MUSIC FOR THE EXCEPTIONAL LEARNER - D <i>or</i> LITERACY DEVELOPMENT INSTRUCTION - A.4.	3			
SPU 316					
CMP 2XX	COMPOSITION - A.2.	3			
<b>Total</b>		<b>15</b>	<b>Total</b>		<b>12</b>

## **Bachelor of Science in Music Education Degree Requirements**

The Department of Music at Kutztown University is fully accredited by NASM, NCATE, and PDE. All music students must fulfill the standards prescribed by the accrediting agencies.

Students should check the Department of Music web site for clarification and complete information about all current policies and degree requirements for music majors at Kutztown University:

Music Department/Current Students:

<https://www.kutztown.edu/academics/colleges-and-departments/visual-and-performing-arts/majors-and-minors/music/current-students.htm>

**Applied Study.** Music majors must enroll in applied lessons in their major area every semester of enrollment (except during student teaching), culminating in a senior recital. Seven credits will be counted toward graduation, plus the senior recital.

**Ensembles.** Only one ensemble credit per semester may count towards fulfilling graduation requirements.

**Concert Attendance.** Music majors are required to attend recitals and other concerts each semester. Required attendance is determined by the faculty and announced at the beginning of each semester.

**Juries.** The student's progress in applied lessons will be observed and evaluated by music faculty through juries at the end of each semester. The jury score will count for 20% of the semester grade in applied study. The student will not present a jury in the recital semester.

**Maintaining Music Major Status.** Music majors must receive a final semester grade of "C" or better in their solo performing medium in order to continue as a music major. Any semester in which a student fails to receive a final semester grade of "C" or better in the solo performing medium will lose status as a music major, and immediately will need to declare a new major, or the Registrar's Office will identify the student as an Undeclared Major.

**Mid-Tier Assessment.** The student's Knowledge, Skills, and Dispositions toward the music teaching profession will be assessed by the faculty in the student's fourth semester of study. The Mid-Tier Assessment will determine the student's eligibility to continue as a Music Education Major.

**Senior Recital.** The jury in the semester prior to the recital will determine if the student is to deliver a culminating performance of 50 minutes for the public or of 25 minutes for the faculty.

**Piano Proficiency.** Piano proficiency is required. The student may schedule the proficiency test for piano during any semester of the program. The proficiency must be passed prior to requesting a clinical placement.

**Minimum Cumulative QPA: 3.0**



# BACHELOR OF SCIENCE IN MUSIC EDUCATION REQUIREMENTS FOR TEACHING CERTIFICATION

- \_\_\_ Admission to University based on Academic Profile established by College of Education
- \_\_\_ Admission to Department of Music based on audition and interview.
- \_\_\_ Attend an informational meeting for instructions in completing the 30-hour Observation Requirement.

## PRE-ADMISSION TO TEACHER EDUCATION:

- ☐ Background Checks: Act 24 Arrest/Conviction Report, Act 34, Criminal History Report, Act 151 Child Abuse History Report, Act 126 Mandatory Child Abuse Reporter training, Act 114 FBI Federal Criminal History Record (fingerprinting), and TB testing.
- ☐ Enroll in stage requirements in Taskstream/Watermark.

<https://www.kutztown.edu/academics/colleges-and-departments/education/departments/elementary-education/stage-requirements.htm>

## STAGE I: ADMISSION TO CANDIDACY:

In order to achieve teacher candidacy, the pre-candidate must complete the following requirements by the semester earning 48 credits:

- ☐ Maintain a positive disposition report.
  - ☐ Complete 15 hours of Stage 1/Observation and 15 hours of Stage 2/Pre-teaching as required by the Pennsylvania Department of Education (PDE).
  - ☐ Achieve a 3.0 grade point average (GPA).
  - ☐ Complete with a grade of "C" or better 6 hours of mathematics, 3 hours of English composition and 3 hours of English literature.
  - ☐ Pass ETS Core or Pre-service Academic Performance Assessment (PAPA) exam required by the Pennsylvania Department of Education (PDE) for certification and have official scores on file at Kutztown University. Passing scores are determined by PDE. (*Reading, Writing, Math*).
- OR** achieve one of the following basic skills alternatives at time of matriculation:
- o The SAT score of no less than 1550 (with minimum score of 500 on each individual section – Critical Reading, Writing, and Mathematics).  
Note: Students may combine section scores from different test administrations, using their best score earned from each test administration.
  - o A composite score of 23 on the ACT. The composite score of 23 shall be accompanied by a combined English/Writing score of 22 and a Math score of 21.

**OR** any other basic skills alternative accepted by the Pennsylvania Department of Education.

**Students who meet either requirement at the time of college matriculation shall be exempt from taking the PAPA exam. Those who do not must take and pass the PAPA examination.**

- ☐ Apply for Teacher Candidacy.
- ☐ Complete hours of field observation and exploration as required by program
- ☐ Students who do not meet candidacy Stage I requirements will be placed in "Pre-Candidacy" until requirements have been satisfactorily met

**NOTE: Teacher candidates must pass all professional education courses with a "C" or better. Any teacher candidate for whom negative disposition reports or three letters of concern are received from KU faculty, KU administrators, and/or public school personnel documenting the candidate's unsuitability for teaching may be denied entrance to candidacy, field experience, or student teaching (applies to Stages I, II & III).**

## STAGE II: THE FOLLOWING REQUIREMENTS MUST BE COMPLETED PRIOR TO CLINICAL EXPERIENCE:

Teacher candidates must:

- ☐ Maintain a positive disposition report.
- ☐ Successfully complete 48 credit hours including Music Education Field Experiences in conjunction with music methods courses. This requires a satisfactory recommendation from field experience cooperating teachers and the KU coordinator.
- ☐ Complete all courses in the major required for student teaching (all professional education courses and courses in the music education major must have a "C" or better.)
- ☐ Maintain 3.0 GPA.
- ☐ Pass all components of the piano proficiency.
- ☐ Obtain up-to-date background checks: Act 24 Arrest/Conviction Report, Act 34 Criminal History Report, Act 126 Child Abuse Recognition and Reporting training, Act 151 Child Abuse History Report, Act 114 FBI Federal Criminal History Record (fingerprinting), and TB testing prior to registering for clinical experience. Obtain a criminal background report from the candidate's home state if not a Pennsylvania resident.
- ☐ Register for Praxis II exams as required by program.
- ☐ Receive a positive recommendation from the department chairperson or screening committee.

**NOTE: The dean and department chair will determine continuation in the teacher education program. Candidates denied clearance for STAGE II: (1) will NOT be permitted to pursue their Music Education Field Experience; (2) will NOT be permitted to pursue a music education major; (3) will NOT be permitted to enroll in additional courses within teacher education programs; (4) must declare a major outside of teacher education if they plan to continue at Kutztown University. Candidates convicted of offenses identified by the Pennsylvania Department of Education as cause for denying application for Pennsylvania certification may be removed from the program at any time.**

## STAGE III: REQUIREMENTS FOR CLINICAL EXPERIENCE AND PRACTICUM:

Teacher candidates must:

- ☐ Maintain a positive disposition report.
- ☐ Complete all requirements in 2 clinical experience placements with a grade of "C" or better; and at least a "satisfactory" in each of the four PDE 430 categories.
- ☐ Maintain 3.0 GPA.
- ☐ Complete all professional course work with a "C" or better.
- ☐ Must have taken or be registered to take PRAXIS II exams (*Fundamental Subjects Content Knowledge and Music Content Knowledge*).

## STAGE IV: THE FOLLOWING REQUIREMENTS MUST BE MET BEFORE APPLYING FOR PENNSYLVANIA TEACHER CERTIFICATION:

- ☐ Maintain a positive disposition report.
- ☐ Graduate from accredited program with a 3.0 GPA.
- ☐ Pass PRAXIS II exams (*Fundamental Subjects Content Knowledge and Music Content Knowledge*) and official scores on file at KU.
- ☐ Receive approval from the Dean of the College of Education.
- ☐ Complete TIMS application with credit card or money order (payable to the "Commonwealth of PA").

**\*Provisional Certification from PDE will be granted to teach Music in grades K-12 in Instrumental, Vocal, and General Music.**

**\*Individual school districts may have more stringent requirements for background checks.**

**IMPORTANT NOTICE: U.S. CITIZENSHIP OR A WRITTEN DECLARATION OF INTENT TO BECOME A U.S. CITIZEN WITHIN SIX YEARS IS A REQUIREMENT FOR PENNSYLVANIA CERTIFICATION.**

**RIGHT TO APPEAL: Candidates have the right to appeal decisions to the Dean of the College of Education who chairs the Council for Teacher Education.**

## Basic Skills Assessment Test Options

<https://www.kutztown.edu/academics/colleges-and-departments/education/student-advising-information/teacher-candidacy-and-basic-skills-testing.htm>

### **Basic Skills Testing:**

- You may combine reading, writing and math module scores from different test providers to meet the basic skill requirements.
- You may use the composite score method to meet the requirement when you do well in one or two areas to compensate for a lower score in the other area.
- The composite score is the sum of the passing scores. Use the Composite Score Calculator when mixing tests. Note when using the composite score, each test must meet or exceed the minimum score listed.

*11/20/17 – Students are responsible for checking for updated PDE requirements before registering for any exams. (This serves ONLY as a guide)*

I, \_\_\_\_\_, have read the requirements for the Music Teacher Education  
(please print)  
program at Kutztown University and fully understand the stage requirements.

Teacher Candidate signature: \_\_\_\_\_

Student ID number: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor signature: \_\_\_\_\_ Date: \_\_\_\_\_



KUTZTOWN UNIVERSITY  
DEPARTMENT OF MUSIC

### Level 1 & 2 Observations

To be used for OVERTURE TO MUSIC EDUCATION, MUU 100 & other observations up to 30 hours  
To be completed by KU Music Education student during each observation

Take notes on this form, but word process your answers and submit with the scanned copy of this first page to the designated area in our ePortfolio.

Student Name: Co-operating Teacher & School: \_\_\_\_\_  
Subject/Ensemble and Grade: \_\_\_\_\_ Date : \_\_\_\_\_

TIME You STARTED /TIME YOU ENDED for Observation: \_\_\_\_\_

Teacher signature to verify you were there : \_\_\_\_\_

Teacher's Email address: \_\_\_\_\_

**Directions for the KU Student:** Use this form to gather your own notes from the observation. When you are back on campus, you will rewrite your observation in an essay format and submit each section via the OBSERVATIONS Links in D2L or to your professor for your required courses. **You may also be required to turn in a copy of this SIGNED form to your professor for MUU100 for your grade.**

As you observe, answer the following as best as you can:

#### Category 1: Planning and Preparation

- What were the concepts and skills the teacher taught?
- What components of the National Standards/ PA standards do you see addressed?
- Were the students successful in learning what the teacher had planned? How?

#### Category 2: Classroom Environment, Special Learners, & Instructional Delivery

- Was the class well behaved or did they seem off task? If off task, how did the teacher work to keep them engaged in class?
- How does the teacher interact with the students? Strict? Friendly? A combination of both? Another way?
- How do the students interact with each other? ( they are respectful, or they bang into each other, for example)

- d. Were there Non-English speaking students in the class or special needs students? How were they accommodated so they could participate?

**Category 3: Assessment**

- a. Did the teacher check the students' learning? ( for example, hand -raising to answer questions, thumbs up/down, written or circled responses, etc).

**OBSERVATION LEVEL 2 ADDITIONAL INFORMATION:**

**If you helped with any activities, please describe them here to earn credit for Level 2 Observation.**

(Revised 03/22)



**Level 3 Field Experience Form-Simplified (revised 2022)**  
**Music Education, Kutztown University**

**Field Experience Definition:** The KU Music Education Student at this level has had enough coursework to lead in teaching band lessons, string lessons, choral music lessons & rehearsals, and can assist in leading many general music activities, such as singing a song, helping with seat-work, teaching an activity using a cooperating teacher lesson plan, or modeling other musical activities the cooperating teacher desires. The KU Student is not to be spending the entire classroom time sitting and observing.

Classroom Engagement Activity	Teacher comments if student is leading or participating in teaching	Student Observations and Reflections of the experience (use these notes to complete the word-processed narrative of the experience to upload with this form, or you may use a separate sheet).
<b>Understanding of pedagogical practice</b>  (the student applies pedagogy that is learned to the teaching situation or recognizes it in a teacher-directed activity.)		
<b>Pre-Teacher Student Professionalism</b> (the pre-teacher student treats students in the classroom with respect and speaks with them appropriately)		
<b>Activities in which the Pre-Teacher Student Engaged:</b>		

Dress is appropriate (cooperating teacher evaluation)		
Pre-Teacher Student arrives before class and is prepared with any materials the cooperating teacher may have provided. (Cooperating teacher evaluation)		
Student indicates dispositions acceptable to becoming an excellent teacher (cooperating teacher evaluation).		

Cooperating Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher Email: \_\_\_\_\_

Time KU Music Student Spent at the School: time in: \_\_\_\_\_ time out: \_\_\_\_\_

TOTAL HOURS at the school: \_\_\_\_\_

# **Disposition Policy Kutztown University**

## **Purpose**

The purpose of the Disposition Policy is to promote and assure candidate professionalism aligned to national standards. To that end, this policy defines guidelines for educating candidates about professional disposition in their discipline, evaluation of professional dispositions, and establishment of fair process procedures for review of concerns, and for the creation of professional development plans.

## **Scope**

This Policy applies to all programs and candidates in programs leading to recommendation to PDE for licensure (undergraduate and graduate initial teacher certification, Reading Specialist, Principal, Supervisory, ESL, and Instructional Technology Specialist). It is intended to support candidate professional development and program quality. This document will use the term “candidates” when referring to KU students in licensure programs.

Kutztown Policies: Kutztown University policies such as academic honesty, minimum grade requirements, Title IX, and legal infractions may also relate to professionalism issues, but generally go beyond the scope of this policy and are covered by other university and legal procedures. Policies regarding infractions on a candidate’s clearances are described in the Field Course Clearance Policy.

## **Informing and Educating Candidates about the Professionalism Policy**

Each program will designate a course or procedure early in the program where the Disposition Policy will be presented and explained. Candidates will complete a form (possibly electronic) indicating that they have received and read the policy. The policy will also be available on the Kutztown University website. Candidates who do not attend training sessions are responsible for accessing information from the College of Education website. Lack of candidate completion of the form due to failure to attend sessions does not relieve the candidate of responsibility for understanding this policy.

## **Evaluation Instruments and Their Uses**

All candidates will be assessed by faculty using an instrument approved for that program and aligned with national standards for that program. Candidates seeking recommendation to PDE will be evaluated using the Kutztown Disposition rubric (Appendix A) in two courses in their program prior to student teaching. Evaluation of dispositions in courses is used primarily for candidate self-reflection and growth. Disposition evaluation may be used to counsel candidates about career choices. Faculty may also submit disposition evaluations at any point in the program based on specific professional concerns. An unsatisfactory rating will lead to an informal mentoring meeting.

## **Informal Mentoring Vs. Formal Review**

All candidates are developing as professionals and are expected to have specific needs for professional disposition growth. Faculty should help candidates they work with in field experiences and courses succeed and address most needs with informal mentoring and support. Advisors may also address needs for growth through informal mentoring. However, if concerns persist after informal guidance or if there is a serious incident (for example, professional behaviors including, but not limited to those deemed not acceptable per the Dispositions Rubric), faculty may request a formal review to their chair. The chair, in consultation with the referring faculty member or the Field Experience Coordinator, will determine whether a formal review will take place. If the student is part of a graduate program, the chair should also consult with the graduate coordinator of that program.

### **Disposition Formal Review**

1. Formal review is initiated by a department chair after referral from a faculty member or the Field Experience Director in the case of an incident occurring in a field experience. A formal meeting should only occur when informal mentoring has been unsuccessful or a serious incident has occurred.
2. Formal review related to identified concerns will take place in a meeting including the candidate, advocates the candidate requests to include, and relevant faculty selected by the department chair. In cases involving field experience, the person responsible for field placements for that program (typically the Director of Field Experience and Partnership) must be invited to participate.
3. Formal review of professional dispositions may only be completed using the Disposition Rubric.
4. Candidates must be notified in writing at least one day in advance of the purpose of the meeting and the fact that it could result in an unsatisfactory review and the implementation of a Professional Development Plan. The College of Education Dean's office must be included on communication to candidates. The College of Visual and Performing Arts Dean's office should also be included on communication to education students from that college. Candidates must be informed that they will have a right to appeal the evaluation of their dispositions, or the Professional Development plan (see appeal process below) and that they may bring advocates and relevant evidence to the meeting. There should be no decisions or plans drafted before the meeting.
5. If the meeting results in an unsatisfactory rating, the candidate will be notified in writing within 7 days of the meeting and a Professional Development Plan will be created. Professional Development Plans should specify current deficiencies, goals, evidence needed for candidate to demonstrate meeting goals, identification of point-in-time when goal achievement will be assessed, and potential consequences for failure to meet goals. Professional development plans may include requirements for candidates to develop reflections, complete additional assignments such as lesson planning, complete additional observation hours with specific goals, or complete additional short-term field experiences to demonstrate specific behaviors aligned with goals. Potential consequences of not being successful with a professional development plan may include, but not limited to, requirements for taking or retaking courses to address deficiencies, additional weeks of field experience, or removal from the program.
6. Professional Development plans and their outcome will be shared with the College of Education Dean's office. The COE Dean's office will maintain a record of Professional Development plans and their outcomes. The COE Dean will share with the VPA dean Professional Development plans for VPA students. Department chairs should be informed when they initiate formal meetings if previous Professional Development plans have been implemented. Previous findings may inform the goals and expectations for new professional development plans.
7. If the review finds that the candidate's behavior is such that there is an unsatisfactory evaluation of dispositions that would also relate to an unsatisfactory rating for a component of the Kutztown Adapted Danielson field evaluation instrument (Appendix B), or if the candidate has violated the Pennsylvania Code of Professional Conduct (Appendix C), Kutztown University reserves the right to not place a candidate in a field experience or to withdraw the candidate from a field experience until the candidate has been successful with their Professional Development Plan. The Professional Development plan may include an additional short-term field experience not part of their regular program where the candidate can demonstrate success before entering or completing a longer-term field experience that is part of program.



8. A lead faculty member (typically a supervisor of field experience) will be identified to assess whether the goals of the Professional Development Plan have been met. A candidate may appeal the evaluation of the success of the Professional Development plan.

### Appeals Process

1. Candidates have a right to appeal decisions from the formal review process. Candidates must request an appeal in writing to the dean of the College of Education within 7 days of receiving a Professional Development Plan or within 7 days of an evaluation of their Professional development plan. The College of Education Dean will inform that Professionalism Appeals Committee that an appeal should be reviewed. The College of Education Dean will also inform the Visual and Performing Arts Dean if the student is from that college.
2. The first appeal is to the Professionalism Appeals Committee. This committee will include 5 faculty members with representatives from the Secondary Education, Elementary Education, Special Education, Library and Learning Technology, and the College of Visual and Performing Arts. Members of the Professionalism Appeals Committee are jointly selected by the chairs of the represented departments, and the Deans of the College of Education and Visual and Performing Arts. Candidates initiating an appeal may bring advocates. Appeal decisions are made by majority of the committee members voting. Appeals Committee members involved in the development or review of a Professional Development Plan for the individual candidate should recuse themselves from voting. Faculty involved in the initial formal review should be invited to explain their evaluations.
3. Final appeal is to the Dean of the student's college (either the Dean of the College of Education or the Dean of Visual and Performing Arts). The student must request an appeal in writing within 7 days of the results of their first appeal. The dean will consider appeals based on (1) whether the procedures defined in this document have been followed, (2) new evidence that was not available to the Appeals Committee has been found, or (3) if the sanction is not commensurate with the severity of the disposition concern.

### Overview of Process

Stage in Process	Context	Person Responsible
Informing candidates of policy and rubric.	So that candidates understand expectations and procedures.	Instructors in introductory courses. The dean's office also holds sessions to inform candidates.
Evaluation in two specified courses prior to student teaching.	To help candidates understand expectations, self-evaluate, and set goals. Unsatisfactory evaluation leads to an informal mentoring meeting.	Faculty assigned to teach courses where evaluation takes place.
Informal mentoring and support.	To provide support and to improve performance in line with acceptable criteria in disposition rubric.	Faculty and advisors working with education students.
Formal Dispositions Review meeting	Initiated when informal mentoring does not lead to improvement or more serious	Faculty request the department chair arrange a meeting. The department chair includes the

	<p>incident aligned with unsatisfactory criteria occurs.</p> <p>Students have due process rights for informal meetings.</p>	<p>appropriate faculty and assures the student is informed in writing of their rights.</p>
<p>Appeals Committee (see previous page)</p>	<p>Candidates may appeal the findings coming from the formal meetings or the Professional Development plan developed after the formal meeting, or the evaluation of the success of the Professional development plan.</p>	<p>Committee members who serve for two years appointed by the Dean of the College of Education and the Dean of Visual and Performing Arts.</p>
<p>Appeal to Dean (see previous page)</p>	<p>Candidates have a second level of appeal after the appeals committee to the dean of their college. These appeals may focus on three criteria described in the policy.</p>	<p>The Dean of the College of Education or the Dean of Visual and Performing Arts</p>

**Kutztown University Dispositions Rubric (Appendix A)**

InTASC / CAEP	Indicator	Target	Acceptable	Not Acceptable
InTASC 10 Leadership and Collaboration	Professional Communication	The teacher candidate: - engages in positive dialogue to resolve problems, while encouraging participation from all group members; - speaks professionally to and about others, while maintaining confidentiality.	The teacher candidate: - engages in positive dialogue to resolve problems, and encourages participation from all group members with faculty guidance and feedback; - speaks professionally to and about others, and maintains confidentiality with faculty guidance and feedback.	The teacher candidate: - does not engage in positive dialogue to resolve problems, or encourage participation from all group members; - fails to speak professionally to and about others, or maintain confidentiality.
InTASC 10 Leadership and Collaboration	Interpersonal Skills	The teacher candidate: - listens openly before stating opinions; - seeks out problem resolution with appropriate parties, and manages personal emotions during the process and demonstrates many ways to anticipate, prevent and solve problems; - works as a team member to build consensus and shares responsibility of the group equitably; - demonstrates responsibility and ownership for professional conduct (e.g.	The teacher candidate: - listens openly before stating opinions with faculty guidance and feedback; - seeks out problem resolution with appropriate parties, and manages personal emotions during the process and demonstrates many ways to anticipate, prevent, and solve problems with faculty guidance and feedback; - works as a team member to build consensus and shares responsibility of the group	The teacher candidate: - fails to listen openly before stating opinions; - fails to resolve problems with appropriate parties, and does not manage personal emotions during the process or does not demonstrate ways to anticipate, prevent, and solve problems; - does not work as a team member to build consensus or share responsibility of the group equitably; - does not demonstrate responsibility and ownership

		timeliness, professional dress and demeanor).	equitably; - demonstrates responsibility and ownership for professional conduct (e.g. timeliness, professional dress and demeanor) with faculty guidance and feedback;	for professional conduct (e.g. timeliness, professional dress and demeanor).
InTASC 9 Professional Learning and Ethical Practice	Reflective Wisdom	The teacher candidate: - accepts constructive feedback and modifies personal conduct as needed; - exhibits integrity and ethical behavior; - evaluates self on progress and sets realistic goals for self improvement; - reflects upon strengths and weaknesses of his or her own work and offers alternative actions if necessary.	The teacher candidate: - accepts constructive feedback, and modifies personal conduct with support from faculty or mentor teachers; - exhibits integrity and ethical behavior with support from faculty or mentor teachers; - evaluates self on progress and sets realistic goals for self improvement with support from faculty or mentor teachers; - reflects upon strengths and weaknesses of his or her own work and offers alternative actions if necessary with support from faculty or mentor teachers.	The teacher candidate: - fails to accept constructive feedback and/or modify personal conduct as needed; - does not exhibit integrity or ethical behavior; - does not evaluate self on progress or set realistic goals for self improvement; - fails to reflect upon strengths and weaknesses of his or her own work or offer alternative actions when necessary.
InTASC 2 Learner Differences	Cultural Awareness	The teacher candidate: - exhibits fair, equitable, and consistent	The teacher candidate: - exhibits fair, equitable, and consistent	The teacher candidate: - exhibits an unfair or unequitable

		<p>treatment of all peers and K-12 students; - adjusts behavior and/or practice to ensure fairness and success for TC peers and all students; - advocates and/or understands the importance of advocating on behalf of all learners and families; - promotes a positive learning environment that values and fosters respect for all learners.</p>	<p>treatment of all TC peers and K-12 students with support from faculty or mentor teachers; - adjusts practice to ensure fairness and success for TC peers and all students with support from faculty or mentor teachers; - advocates on behalf of all learners and families with support from faculty or mentor teachers; - promotes a positive learning environment that values and fosters respect for all learners with support from faculty or mentor teachers.</p>	<p>mindset for particular groups (e.g. race, SES, gender, ability, LGBTQ) or takes action that does not exhibit fair, consistent, and equitable treatment of all; - fails to adjust practice that ensures fairness and success for TC peers and all students even with supervision; - does not advocate or understand the importance of advocacy for students across differing social identity groups (e.g. race, SES, gender, ability, LGBTQ) - fails to value and respect the diversity of students in the classroom learning environment.</p>
InTASC 9 Professional Learning and Ethical Practice	Critical Thinking	<p>The teacher candidate: - articulates and demonstrates effective procedures for problem solving; - demonstrates ability to discuss a problem from the perspective of stakeholders.</p>	<p>The teacher candidate: - articulates and demonstrates effective procedures for problem solving with support from faculty or mentor teachers; - demonstrates ability to discuss a problem from the perspective of stakeholders with support</p>	<p>The teacher candidate: - fails to articulate and demonstrate effective procedures for problem solving; - fails to demonstrate ability to discuss a problem from the perspective of stakeholders.</p>

			from faculty or mentor teachers.	
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Kutztown Adapted Danielson Model for Teacher Assessment (Appendix B)**Planning and Preparation**

<b>Component</b>	<b>Not Met</b>	<b>Acceptable</b>	<b>Proficient</b>	<b>In-service Distinguished (not used for preservicering)</b>
<i>1a: Demonstrating knowledge of content and pedagogy</i>	In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher candidate displays little understanding of prerequisite knowledge important to student learning of the content. The teacher candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher candidate indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher candidate displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher candidate demonstrates accurate understanding of prerequisite relationships among topics. The teacher candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
<i>1b: Demonstrating knowledge of students</i>	The teacher candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher candidate displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher candidate understands the active nature of student learning and attains information about levels of development for groups of students. The teacher candidate also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
<i>1c: Setting instructional outcomes</i>	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher candidate has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
<i>1d: Effective use of resources, materials, and technology</i>	The teacher candidate is unaware and makes poor use of resources and instructional technology to assist student learning.	The teacher candidate uses resources and instructional technology primarily as a means of delivering instruction with low student active engagement.	The teacher candidate effectively uses resources and instructional technology consistent with students as knowledge constructors to empower students and create digital citizens.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

Component	Not Met	Acceptable	Proficient	In-service Distinguished (not used for preservice)
<i>Ie: Designing coherent instruction</i>	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
<i>If: Designing student assessment</i>	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher candidate has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher candidate's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.



## The Classroom Environment

Component	Not Met	Acceptable	Proficient	In-service Distinguished (not used for preservice)
<i>2a: Creating an environment of respect and rapport</i>	Patterns of classroom interactions, both between teacher candidate and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher candidate does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher candidate attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher candidate. The teacher candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
<i>2b: Establishing a Culture for Learning</i>	The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher candidate or students. The teacher candidate appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher candidate conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher candidate's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher candidate's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

<b>Component</b>	<b>Not Met</b>	<b>Acceptable</b>	<b>Proficient</b>	<b>In-service Distinguished (not used for preservice)</b>
<i>2d: Managing student behavior</i>	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher candidate monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher candidate monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
<i>2e: Organizing physical space</i>	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher candidate makes modest use of physical resources, including technology. The teacher candidate attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher candidate ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

## Instruction

Component	Not Met	Acceptable	Proficient	In-service Distinguished (not used for preservice rating)
3a: Communication	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation of the content contains major errors. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher candidate's attempt to explain the instructional purpose has partial success, and/or directions and procedures must be clarified after initial student confusion. The teacher candidate's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher candidate's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The teacher candidate clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher candidate invites student intellectual engagement. Teacher candidate's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
3b: <i>Using questioning and discussion techniques</i>	Teacher candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers. A few students dominate the discussion	Teacher candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Component	Not Met	Acceptable	Proficient	In-service Distinguished (not used for preservice rating)
<i>3c: Engaging students in learning</i>	Learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	Learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher candidate scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
<i>3d: Using Formative Assessment and Feedback in Instruction</i>	Feedback is absent or of poor quality. There is little or no assessment or monitoring of student learning;. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Feedback to students is general or highlights errors without information for how to improve. Assessment is used sporadically by teacher candidate and/or students to support instruction through some monitoring of progress in learning. Students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Feedback is timely and specific on what students did well and what they need to do to improve. Assessment is used regularly by teacher candidate and/or students during the lesson through monitoring of learning progress. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	A variety of feedback, from both their teacher and their peers, is accurate, timely, specific, and helps students know what they did well and what they need to do to improve. Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

Component	Not Met	Acceptable	Proficient	In-service Distinguished (not used for preservice rating)
<i>3e: Demonstrating flexibility and responsiveness</i>	The teacher candidate adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher candidate ignores student questions; when students experience difficulty, the teacher candidate blames the students or their home environment.	The teacher candidate demonstrates some flexibility in accommodating student questions, needs, and interests.	The teacher candidate demonstrates flexibility in differentiation to meet the needs and interests of students including students with IEPs, English-language learners, and other individual students, accommodating student questions, needs, and interests with a variety of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. In addition to the characteristics of “proficient”: The teacher’s adjustments to the lesson are designed to assist individual students. Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won’t consider a lesson “finished” until every student understands and that s/he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.

## Professionalism

Component	Not Met	Acceptable	Proficient	In-service Distinguished (not used for preservice rating)
<i>4a: Reflecting on Teaching and student learning</i>	The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved.	The teacher candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher candidate discusses teaching approaches, but not student learning outcomes with mentor teacher. The teacher candidate makes general suggestions about how a lesson could be improved.	The teacher candidate makes an appropriate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The candidate regularly discusses teaching approaches and student learning outcomes with mentor teacher. The teacher candidate reflects on ways to build on successes and makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
<i>4b: Communication with Families</i>	Even with supervision, the teacher candidate has demonstrated ineffective or inappropriate skills for communication and involvement with families.	The teacher candidate accepts opportunities to learn effective communication with families from the mentor and provides limited support.	The teacher candidate takes initiative in seeking opportunities to learn effective communication with families from the mentor and provides effective support.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
<i>4c: Participating in a Professional Community</i>	The teacher candidate's relationships with colleagues are negative or self-serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher candidate avoids becoming involved in school events or school and district projects recommended by mentor teachers.	The teacher candidate's professional relationships are cordial and fulfill school/district duties recommended by the mentor teachers; including involvement in a culture of inquiry, school events and/or school/district projects when asked.	The teacher candidate's professional relationships are characterized by mutual support and cooperation; taking initiative in a culture of professional inquiry, school events and school/district projects.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.

<b>Component</b>	<b>Not Met</b>	<b>Acceptable</b>	<b>Proficient</b>	<b>In-service Distinguished (not used for preservice rating)</b>
<i>4d: Showing Professionalism</i>	The teacher candidate interactions are characterized by questionable professionalism in dress, grooming, use of social media, communication, timeliness, commitment to teaching, ability to take on responsibilities.	The teacher candidate interaction are characterized by honest, genuine but inconsistent professionalism in dress, grooming, use of social media, communication, timeliness, commitment to teaching, ability to take on responsibilities.	The teacher candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher candidate demonstrates full commitment to teaching and a willingness to take on responsibilities.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

## PA Code of Professional Practice and Conduct for Educators (Appendix C)

**Authority**

The provisions of this Chapter 235 issued under section (5)(a)(10) of the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1255(a)(10)), unless otherwise noted.

**Source**

The provisions of this Chapter 235 adopted June 26, 1992, effective November 1, 1992, 22 Pa. B. 3176, unless otherwise noted.

*§ 235.1. Mission.*

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

*§ 235.2. Introduction*

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

*§ 235.3. Purpose.*

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.



### § 235.4. Practices.

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

### § 235.5. Conduct.

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

**§ 235.6. Legal obligations.**

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101—27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401—413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

**Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

**§ 235.7. Certification.**

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

**Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

**§ 235.8. Civil rights.**

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

**Cross References**

This section is cited in 22 Pa. Code § 235.5 (relating to conduct).

*§ 235.9. Improper personal or financial gain.*

The professional educator may not:

- (1) Accept gratuities, gifts, or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

**Cross References**

This section is cited in 22 Pa. Code § 235.5 (relating to conduct).

*§ 235.10. Relationships with students.*

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

**Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

*§ 235.11. Professional relationships.*

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

**Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

## Bachelor of Science in Music Education

### Piano Proficiency Requirements

NASM requirements dictate that all music majors must acquire keyboard competency. Therefore, music majors are required to pass the Piano Proficiency **at least a year** before **requesting** a Clinical Experience placement. The piano proficiency will be offered each semester during jury week, and may be offered mid-semester as needed.

Students may enroll in class or studio piano as a Music Elective until the proficiency is passed.

The following represent the requirements for the Piano Proficiency for the BS in Music Education:

- **Major Scales:** Students will play all of the major scales, two octaves, hands together in parallel motion, performed at a metronome marking of quarter note = 63, two notes per beat.
- **Minor Scales:** Students will play all of the minor scales, two octaves, with their hands together in parallel motion
- , performed at a metronome marking of quarter note = 63, two notes per beat.
- **Cadences:** Students will play the I, IV6/4, I, V6/5, I cadence in all of the major and minor keys.
- **Harmonization:** Students will harmonize a symbol-free melody at sight, using at least the primary chords.
- **Patriotic Songs:** Students will play the following patriotic songs from memory: Star Spangled Banner in the keys of Bb and Ab, America the Beautiful in the keys of C and Bb, and America in the keys of F and Eb.



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