

# **Music Teacher Education Program**

## **Policies and Procedures Handbook**

**Belmont University**  
*Revised: July 2016*

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# I. Introduction

If you are reading this page, it is likely that you are considering a future as a music teacher. You are in the right place if you have, at the core of your reasons for choosing this pathway, an honest desire to preserve music's place in the lives of children. There's much more to this journey as you will discover by completing the degree before you.

This handbook is intended to point out many things which may make this journey more successful. It is our desire to keep you informed and offer assistance to enable you to make choices that lead you to your professional life beyond the college experience. It is hoped that you will access the handbook on-line. There are several places that offer the opportunity to "link" to a website for pertinent information. The handbook you have in your possession contains information which, if utilized, may better assist you in completing the degree you seek. The handbook alone, however, is only part of the "picture". You will discover that the interaction with your teachers, advisor, and coordinator will greatly enhance the experience toward becoming a professional.

It may be satisfying to know that you are joining a program that has seen growth and stability over the many years of its inclusion in the curriculum at Belmont University. You will be surrounded by conscientious and like-minded individuals who are all seeking a similar pathway: to become future educators. This journey will be shared and what you encountered will, hopefully, cause you to become prepared for your life in music education.

## **Important Information About Teacher Licensure**

The Major in Music Education leads to licensure by the Tennessee Department of Education (TDOE) – a requirement for all teachers. All music education majors choose a licensure track in: (a) K-12 vocal/general music, (b) K-12 instrumental music, or (c) both K-12 vocal and instrumental music.

Due to broad requirements of licensure, the music education major takes eight full semesters plus one summer for completion. (Double licensure requires extra additional coursework.) Student teaching, a requirement of licensure, involves an entire semester with experiences on both elementary and secondary levels.

Once students have satisfactorily completed the curriculum for the Major in Music Education (including student teaching) and have taken and passed the required PRAXIS tests, they are recommended for licensure to the TDOE. It is good to note that Tennessee has reciprocity with 47 other states.

In the unlikely event that an upper level music education major changes career goals, the student may petition to graduate with a major in Music Education without student teaching. In this case, the student will not receive licensure.

## II. Desirable Attributes for Pre-service Teachers

The following characteristics are listed in the *Handbook* of the National Association of Schools of Music to describe desirable attributes of the prospective music teacher.

1. Personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the ability to fulfill these commitments as an independent professional.
2. The ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage.
3. The capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.
4. The ability to articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.
5. The ability to work productively within specific education systems, promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleagues of differing backgrounds.
6. The ability to evaluate ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of students.
7. The ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.

It should be noted here that this list of attributes will receive special consideration during your time in MUE 2000 in preparation for the interview which is covered later in this document.

### III.

## Progress Chart

# Music Teacher Education Program (MTEP)

### Progress Chart

The following chart may be used to monitor completion of events, tasks, and duties throughout the pursuit of the music education degree

	<b>Fall</b>	<b>Spring</b>
<b>Freshman Year</b>	<ul style="list-style-type: none"> <li>— Attend fall SOM Academic Assembly. Students meet Music Education Faculty, CNAFME leadership and are given schedule of music education student meetings</li> <li>— Attend the three Music Education student meetings.</li> <li>— Join CNAFME</li> <li>— Demonstrate support for on-campus professional organizations (ACDA, instrumental organizations)</li> </ul>	<ul style="list-style-type: none"> <li>— Enroll in MUE 1000-Music Education Seminar.</li> <li>— Attend annual Music Education Workshop</li> <li>— Attend three Music Education student meetings</li> <li>— Attend, if possible, TMEA conference</li> <li>— Begin Portfolio development as a part of MUE 1000</li> </ul>
<b>Sophomore Year</b>	<ul style="list-style-type: none"> <li>— Attend fall SOM Academic Assembly</li> <li>— Attend the three Music Education student meetings.</li> <li>— Enroll in MUE 2230-Introduction to Music Education. (Key component of this class is a micro-teaching experience presented to class and adjudicated by panel of Music Education faculty who look primarily for evidence of teaching potential and probably future success)</li> <li>— Demonstrate support for on-campus professional organizations (ACDA, instrumental organizations)</li> </ul>	<ul style="list-style-type: none"> <li>— Enroll in MUE 2000-Music Education Seminar</li> <li>— Continue Portfolio development</li> <li>— Attend annual Music Education Workshop</li> <li>— Attend three Music Education student meetings</li> <li>— Attend, if possible, TMEA conference</li> <li>— Schedule interview (as part of Application for Admission to MTEP)</li> <li>— Take other courses in Music Education curriculum as recommended.</li> <li>— Submit for Application for Acceptance to MTEP.</li> <li>—</li> </ul>
<b>Junior Year</b>	<ul style="list-style-type: none"> <li>— Attend fall SOM Academic Assembly</li> <li>— Attend annual 15-Minute meeting with Coordinator of</li> </ul>	<ul style="list-style-type: none"> <li>— Enroll in MUE 3000-Music Education Seminar</li> <li>— Continue Portfolio development</li> <li>— Attend annual Music Education</li> </ul>

	<p>Music Education.</p> <ul style="list-style-type: none"> <li>— Attend the three Music Education student meetings.</li> <li>— Take courses in Music Education curriculum as available.</li> <li>— Demonstrate support for on-campus professional organizations (ACDA, instrumental organizations)</li> </ul>	<p>Workshop</p> <ul style="list-style-type: none"> <li>— Attend three Music Education student meetings</li> <li>— Attend, if possible, TMEA conference</li> <li>—</li> </ul>
<b>Senior Year</b>	<ul style="list-style-type: none"> <li>— Attend fall SOM Academic Assembly</li> <li>— Attend three Music Education student meetings.</li> <li>— Take other courses in Music Education curriculum as recommended</li> <li>— Enroll in MUE 4000-Music Education Seminar</li> <li>— Schedule Interview required for Approval for Student Teaching</li> <li>— Demonstrate support for on-campus professional organizations (ACDA, instrumental organizations)</li> <li>— Complete Convocation Credits</li> </ul>	<ul style="list-style-type: none"> <li>— Enroll in MUE 4400-Student Teaching</li> <li>— Enroll in MUE 4200-Student Teaching Seminar</li> <li>— Apply for licensure</li> <li>— Continue portfolio development</li> <li>— Submit Portfolio at final Student Teaching Seminar</li> <li>— Take Praxis exams (explained on p 27)</li> </ul>

## IV.

# Music Education Curriculum Overview

The **music education curriculum** seeks to systematically engage you in thinking and experiences which will prepare you for your profession. Your thoughtful planning, with the assistance of your advisor will enable you to prepare for those challenges which come with the profession you have chosen. (Please refer to the progress chart which appears earlier in this handbook.)

Each year (typically in the spring) you will enroll in a **music education seminar** (MUE 1000, 2000, 3000, 4000) designed to further assist you in preparation for the ultimate experience: student teaching. The purpose of all seminars in your major is, among other noble principles, to:

1. Offer the opportunity for the pre-service music educator to *belong to a community* of learners with common goals,
2. Provide a means of *organizing tasks* which make up the pathway towards student teaching and, ultimately, employment,
3. *Stimulate thinking and action* toward becoming a teacher,
4. Provide an environment to *seek answers to questions*, and seek questions to ask among cohorts and sages.

The seminars will, on average, meet at least three times during the semester. Clearly stated goals/objectives will be provided which matter to the stage of your development in the program.

The following list of courses and the semester/year in which they are offered may assist you in preparation for when they should be taken.

## Option of Traditional or Integrative Applied Track

Students pursuing the major in Music Education have the option of choosing a traditional or integrative applied track for their private lessons. Private lessons in the traditional track are all classical. Students choosing the integrative applied track take three semesters of commercial lessons in their principal applied area in addition to seven semesters of classical lessons.

# BELMONT UNIVERSITY SCHOOL OF MUSIC

## COURSE ROTATION

(Undergraduate)

Revised Nov 2015

*[Odd/even refers to **given academic year** which is named by the fall of the year].*

**Example:** *Fall (even academic year) = Fall 2016*

*Spring (even academic year) = Spring 2015 (year is 2016-2017)*

### MUE

#### Both Semesters:

3230 Basic Conducting

4200 Student Teaching Seminar

4400 Student Teaching

4000 Mus Ed Seminar IV

#### Every Fall:

2250 World Percussion Methods

2230 Intro to Music Ed.

4260 Sec. Choral Methods

4000 Mus Ed Seminar IV

4210 Elementary Methods

#### Every Spring:

2240 Class Guitar Methods I-Mus Ed

3240 Choral Conducting

3270 Conducting Lab(taken twice)

1000 Mus Ed Seminar I

2000 Mus Ed Seminar II

3000 Mus Ed Seminar III

4000 Mus Ed Seminar IV

4220 Middle School Methods

3260 Instrumental Conducting

#### Fall (odd academic year e.g. 09-10):

3210 String Methods

4230 Sec. Instru. Methods

#### Spring (odd academic year e.g. 09-10):

3220 Percussion Methods

#### Fall (even academic year e.g. 08-09):

2220 Woodwind Methods I

3250 Marching Band Methods

#### Spring (even academic year, e.g., 08-09):

2210 Brass Methods

3290 Woodwind Methods II

You should have a copy of the **checklist** for this major and licensure track. You should keep it among the important documents. You must monitor its completion as you make your way through your coursework. You may access the checklist as follows:

1) Student “eboard”. Here’s how to do it:

1. log on to: [mybelmont.edu](http://mybelmont.edu)
2. click on “Academic Resources” along the top
3. scroll down and click on SOM (school of music)
4. click on “Student E-board-Undergraduate Information” toward the left
5. click on “Degree Checklists” under “Important Documents”; navigate down to your degree and year

**It is also important to monitor your progress on your Degree Works audit.**

### **Interaction with the School of Education**

You will also take two courses in your professional development from the Education Department (EDU 3800 Meeting Needs of Diverse Learners; EDU 2110 Educational Psychology). Our relationship with that department is very important. The School of Education, which is accredited by the national Council for Accreditation of Teacher Education (NCATE), provides invaluable contributions to this process in its role as official liaison with the Tennessee Department and Board of Education and the official channel for teaching licensure application. In its role as liaison with the Tennessee Department and Board of Education, the School of Education serves as a conduit for all official information related to state licensure requirements and officially sanctions all coursework that meets state required competencies for licensure. The School of Education also plays an important role at the closure of the MTEP, interacting with Music Education students as they take the required PRAXIS exams during MUE 4000 and apply for licensure. Instructions on when and how that will be done will be covered in your senior music education seminar and during student teaching. At this point the School of Education reviews transcripts of all Music Education majors to verify that each has completed the coursework/competencies required by the state and officially recommends the student for licensure.

Another factor in our relationship is that we, in the School of Music, are somewhat of a satellite, functioning separately from, yet contiguous with the education department. You have your own coordinator (Dr. Entsminger), student teaching placement officer and supervisor of student teaching (Dr. Mann). All other students seeking to become teachers, in every facet, are monitored by the education department. We are very fortunate to have this opportunity.

## V. Focal Points of Music Education Program

Building a **portfolio** will be a constant activity while you are a student. You will be given a document in the freshman seminar which will explain the portfolio and its contents. You will begin building your pre-service portfolio in MUE 1000 and continue when you enroll in MUE 2230, Introduction to Music Education with Dr. Bridges. The portfolio is further explained in the appendix.

**Application to the Music Teacher Education Program:** In your sophomore year, you will make a formal application to be considered an official candidate for teacher licensure. The application process will be explained in MUE 2000. The process is outlined below:

### Application for Admission to Music Teacher Education Program (Consider checklist format where applicable)

<b>Timeline for Admission</b>	<ul style="list-style-type: none"> <li>— Submission: Year 2, spring (during MUE 2000)</li> <li>— Interview: Year 2, late spring</li> <li>— Notification: Late spring of Year 2.</li> </ul>
<b>Application Process Requirements</b>	Submit: <ul style="list-style-type: none"> <li>— Completed Application for Admission to Music Teacher Education Program</li> <li>— 2 recommendation forms filled out by music professors (not Dr. Bridges)</li> <li>— Copy of Transcript from Degree Works</li> <li>— Formal Letter of Application; signed!</li> <li>— Confirmation of passing grade on Praxis I or exemption by evidence of ACT or SAT scores*</li> </ul>
<b>Interview</b>	<ul style="list-style-type: none"> <li>— Occurs Year 2, late spring (during MUE 2000)</li> <li>— Includes at least two SOM Music Education faculty and candidate</li> <li>— Includes dialogue with faculty members regarding progress in MTEP</li> <li>— Includes portfolio presentation</li> <li>— Response to “Attributes” handout</li> <li>— Comments on your letter of application</li> </ul>
<b>Criteria for Approval of Admission to MTEP</b>	<ul style="list-style-type: none"> <li>— Completion of MUE 1000 &amp; 2000 (Music Education Seminars) and MUE 2230 (Introduction to Music Education)</li> <li>— Passing score on Praxis I or exemption* by high SAT or ACT score</li> <li>— Submission all required application materials</li> <li>— Two positive recommendation forms submitted</li> <li>— GPA of 2.75 or higher</li> <li>— Demonstration (through interview discussion, MUE class work, involvement in CNAFME,</li> </ul>

	<ul style="list-style-type: none"> <li>portfolio) of commitment to music education and ongoing development of music teacher attributes</li> <li>— Demonstration of appropriate progress in portfolio development</li> </ul>
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*\*If you made a 22 or above on the ACT or if you made 1020 or above on the SAT, you are exempt from this requirement both in the class and for admittance to Music Teacher Education.*

**Application to Student Teaching:** In your senior year, you will make another formal application to be considered for entering your professional semester of student teaching. The application process will be a part of your senior music education seminar (MUE 4000).

### Application to Student Teach

Application Timeline	<ul style="list-style-type: none"> <li>— Submission: Year 4, fall</li> <li>— Interview, Evaluation &amp; Notification: during MUE 4000</li> </ul>
Application Process Requirements	<ul style="list-style-type: none"> <li>— Completed Application to Student Teach Form</li> <li>— Copy of Transcript</li> <li>—</li> </ul>
Interview	<ul style="list-style-type: none"> <li>— Occurs Year 4, late fall (during MUE 4000)</li> <li>— Includes at least two SOM Music Education faculty</li> <li>— Includes dialogue with faculty members regarding progress in MTEP and plans for student teaching</li> <li>— Includes Portfolio presentation</li> </ul>
Criteria for Approval of Application for Student Teaching	<ul style="list-style-type: none"> <li>— Enrollment in or completion of all music education coursework</li> <li>— GPA of 2.75 or higher</li> <li>— Successful interview w/ music education faculty (interviews occur mid fall)</li> <li>— Demonstrate evidence of commitment to music education and ongoing development of music teacher attributes</li> <li>— Completion of MUE 1000, 2000, 3000.</li> <li>— Current enrollment in MUE 4000</li> <li>— Appropriate progress in portfolio development</li> <li>— Register for Praxis II tests</li> <li>— On track to complete all Convocation Credits</li> </ul>

**Process for placement in schools:** Once you have been admitted to MUE 4000, Dr. Mann will begin to work with you in selecting placements for your student teaching. You will receive a document outlining that process as a part of your senior seminar in music education (MUE 4000). That document is located in the appendix.

**Professional semester (MUE 4400-Student Teaching/4200-Student Teaching Seminar):** Your final semester of coursework is the professional semester of student teaching, including the Student Teaching Seminar. It is expected that you have completed all of the following prior to this semester: all coursework including Piano Proficiency and Senior Recital, additionally you must have achieved passing scores on all three Praxis II tests (the national teaching examinations for which you must register for and take prior to enrolling in student teaching).

**Professional Semester**

<b>Required Coursework</b>	MUE 4400-Student Teaching – 8 hrs MUE 4200-Student Teaching Sem – 0 hrs MUG 4015.05 Senior Capstone in Music Education-3 hrs MUE 4895 Special Topics in Music Education-1 hr (if needed)
<b>Duration</b>	1 semester, all day, 5 days/week
<b>Placement Levels</b>	Students spend 8 weeks in each of two of the following age-level placements: Elementary, Middle, Secondary

<p><b>Variety of Schools</b></p>	<p>Although every attempt is made during all field experiences (including Student Teaching) to provide pre-service teachers experiences in schools which are diverse in location (rural, urban, suburban) as well as in ethnicity and socio-economic level, the foremost criteria for the Student Teaching experience is:</p> <ul style="list-style-type: none"> <li>• the quality of the music program and the supervising teacher</li> <li>• the perceived “fit” of the intern to the music program and supervising teacher</li> </ul>
<p><b>Process of Selecting Student-Teaching Sites</b></p>	<ul style="list-style-type: none"> <li>• During MUE 3000-Music Education Seminar (taken during the spring of the junior year), music education majors begin purposeful dialogue with the Seminar instructor regarding appropriate and desirable sites for student teaching.</li> <li>• Students are encouraged to visit schools and develop a short list of potential sites.</li> <li>• The final decision regarding student teaching sites rests with the Coordinator of Student Teaching, Dr. Mann.</li> <li>• The Coordinator of Student Teaching issues an official request to an on-site music educator, asking the educator to accept a particular music education student during a specific semester.</li> <li>• Once the placement has been approved and confirmed, a letter confirming the placement is sent to the intern, the cooperating teacher, and to the school principal.</li> </ul>

<b>Concurrent Enrollment</b>	It is the policy of the MTEP that students do not enroll in any coursework other than student teaching, the Senior Capstone class, and one hour of special topics in Music Education during the internship semester. Any exception to this policy must be approved by the Music Education Faculty.
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## Standing in the Program

In the pursuit of anything one values, it would seem apparent that the individual seeking that thing is self-motivated; that he or she maintains high standards for achieving the goal, once set. In this program there are many expectations and opportunities to achieve the goals set by you and for you. The faculty is committed to your success and future employment as a professional music educator.

It is the purpose of this section of the handbook to label and identify the four hierarchies related to your participation in the music education program. They are:

Good Standing

Probation

Suspension

Dismissal

You will be considered in **Good Standing** in the music education program by successfully accomplishing among other things, the following:

- Maintaining a GPA of 2.75 in all coursework
- NAFME membership, renewed annually
- Attending annual meeting with coordinator early in the fall semester
- Attending student NAFME meetings scheduled during each semester
- Attending the annual music education workshop (early in spring semester)
- Meeting all requirements of MUE 1000-4000 (music education seminars)
- Successfully completing the MTEP and Student Teaching application process.
- Adhering to Belmont University's community code of conduct beginning on page 11.  
(please link to the following location to view that policy)

<http://www.belmont.edu/studentaffairs/bruinguide/values.html>

You will be contacted by the coordinator of music education when you have not met one or more of the conditions for good standing listed above, and it has been determined by the faculty that you be placed on **Probation**. You will be invited to a meeting to discuss the conditions which will enable you to return to good standing. Probation will last for one semester, during which time you will be expected to address and solve the identified issues. If you do not satisfy the terms of probation, you will be placed on **Suspension**. Suspension will last for a period of time determined by the faculty, and if the terms related to that condition are not satisfied, you will be

subject to **Dismissal** from the music education degree program. If dismissed from the program, you will be expected to submit a change of major form. You may seek to pursue another program which aligns with your academic interests and career goals.

## VI.

### **NAfME--The National Association for Music Education**

**National Association for Music Education (NAfME)**, among the world's largest arts education organizations, is the only association that addresses all aspects of music education. NAfME advocates at the local, state, and national levels; provides resources for teachers, parents, and administrators; hosts professional development events; and offers a variety of opportunities for students and teachers. The Association orchestrates success for millions of students nationwide and has supported music educators at all teaching levels for more than a century.

Since 1907, NAfME has worked to ensure that every student has access to a well-balanced, comprehensive, and high-quality program of music instruction taught by qualified teachers. NAfME's activities and resources have been largely responsible for the establishment of music education as a profession, for the promotion and guidance of music study as an integral part of the school curriculum, and for the development of the National Standards for Arts Education. You should keep the web address: <http://www.NAfME.org/> on your electronic device and visit the website to investigate the myriad of resources available to you. The following preamble is printed on the NAFME website:

Music allows us to celebrate and preserve our cultural heritages, and also to explore the realms of expression, imagination, and creation resulting in new knowledge. Therefore, every individual should be guaranteed the opportunity to learn music and to share in musical experiences.

The School of Music student NAFME chapter is organized to participate in your development as a student and a future music professional. Among the many things made possible by being a member of this organization the Belmont chapter of NAFME will seek to:

1. Keep you informed about current issues and practices in music education,
2. Create a network of persons, who seek direction toward their goal of becoming professional educators in music,
3. Offer opportunities to challenge your thinking about the profession you have chosen,
4. Assist everyone to have a memorable experience on the way.

You will receive a verbal invitation to become a member of your professional organization each fall. It is expected that you become a member of NAFME each year you are enrolled in the music education program.

NAFME now allows and encourages collegiate members to activate their membership online. Go to <http://www.NAfME.org/information/members/memform.html> (New members click on "Join" at the top of the web page; returning members click on "login" to renew your membership.)

## VII. Music Education Faculty

As explained earlier in this document, it is intended that you access certain information on your electronic device. If you click on the link under each faculty name, you can read the biographical information and, if you choose, contact that faculty member from the Belmont website.

[Dr. Madeline Bridges](#)

[Dr. Robert B. Gregg](#)

[Dr. Barry Kraus](#)

[Dr. Deen Entsminger](#)

[Dr. Jeffery Ames](#)

[Dr. Lesley Maxwell Mann](#)

[Ms. Susan Ramsay](#)

[Ms. Anna Marie Miller](#)

You may access the biographical information of other faculty teaching in the area of music education by linking to [this page!](#)

**VIII.**  
**Music Education Faculty Teaching**  
**Core Music Methods Courses**  
**Experience & Involvement with Schools**

<b>Name</b>	<b>Methods course</b>	<b>Yrs of K-12 Teaching</b>	<b>Contact w/ Schools</b>
Dr. Madeline Bridges	MUE 2230-Intro to Music Education MUE 1000	5 yrs teaching experience in grades 5-12; 15 years experience (and currently serve) as Co-Director of Nashville Children's Choir Program	Past-President of TN Music Educators; Frequent clinician for elementary and middle school choral festivals
Susan Ramsay	MUE 4210-Elementary Methods MUE 3000		Music specialist; Retired from Franklin Special School District
Dr. Deen Entsminger	Coordinator of Program MUE 2000	10 years high school choral director. Actively involved as conductor/clinician/composer in area of middle school & secondary choral.	Frequent adjudicator and clinician for elementary, middle and high school choral festivals; Numerous published compositions for elementary, middle, high school, and college choirs
Dr. Lesley Mann	MUE 4220-Middle School Methods MUE 4260-Secondary Choral Methods MUE 4400-Student teaching in music MUE 4200-Student teaching seminar MUE 4000	Previously, Dr. Mann served on faculty at the College of Central Florida, teaching applied voice and directing the Concert Choir and Musical Theatre ensemble. Dr. Mann was also the Director of Choral Activities at William R. Boone High School in Orlando, FL, where she directed 5 choirs, taught beginning and advanced piano,	As student teaching supervisor, is constantly in contact with public and private schools; guest conducting and adjudicating festivals

**IX.**  
 Belmont University  
**Music Education**  
**Professional Entry Level Competencies**  
**MUE 4400 – Student Teaching**

**Desired Behaviors for Student Teachers**

- 3 – Mastery level** – behavior is almost always present and the quality is superior
- 2 – Proficient level**– behavior if frequent and the quality is reasonably good with fluctuation
- 1 – Emerging level** – behavior does not occur consistently and the quality is often low

**CATEGORY 1: Instruction**

<i>Rating</i>	<i>DESIRED BEHAVIOR</i>
	Demonstrates knowledge of content
	Displays enthusiasm and energy
	Maintains a positive classroom climate
	Effectively uses instructional resources
	Demonstrates high expectations for all students
	Checks periodically for understanding
	Provides variety in instructional procedure
	Uses effective questioning techniques
	Provides student interaction as appropriate
	Achieves optimal use of allocated class time
	Measures pupil understanding of objectives during lesson
	Provides meaningful closure to lesson

**CATEGORY 2: Musicianship**

<i>Rating</i>	<i>DESIRED BEHAVIOR</i>
	Provides accurate musical model

	Demonstrates musicality when providing musical model for students
	Accurately detects musical errors
	Encourages students to sing and play with accuracy and musicality
	Demonstrates competency in Sight Reading
	Demonstrates Keyboard competency

**CATEGORY 3: Classroom Management**

<i>Rating</i>	<i>DESIRED BEHAVIOR</i>
	Organizes supplies, materials and equipment in advance
	Monitors student behavior using eye contact and proximity control
	Effectively manages transitions
	Maintains positive classroom climate conducive to learning
	Clearly communicates classroom rules and appropriate consequences
	Enforces classroom rules and consequence consistently

**CATEGORY 4: Communication**

<i>Rating</i>	<i>DESIRED BEHAVIOR</i>
	Uses appropriate language and grammar
	Listens and responds to student contributions

**CATEGORY 5: Professionalism**

<i>Rating</i>	<i>DESIRED BEHAVIOR</i>
	Informs supervisors/staff of pertinent activities/events in timely manner
	Completes assigned tasks in timely manner
	Receives suggestions for improvement in courteous and

	mature manner
	Dresses and grooms appropriately
	Displays exemplary moral and ethical conduct
	Effectively manages routine duties
	Appropriately handles stress of classroom teaching
	Displays cooperation, fact, and courtesy
	Demonstrates acceptable attendance and punctuality

## IX. Appendix

### Portfolio Guidelines

Your portfolio will be introduced during the freshman music education seminar (MUE 1000) taken during the spring semester. You will begin to formally work with the portfolio during Introduction to Music Education (MUE 2230) in the fall of your sophomore year. Materials about how to organize the portfolio will be distributed in those environments. Below are the 10 standards upon which the portfolio will be organized:

### INTASC STANDARDS (new)

[Interstate Teacher Assessment and Support Consortium]

#### Standard #1: Learner Development

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

#### Standard #2: Learning Differences

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

#### Standard #3: Learning Environments

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

#### Standard #4: Content Knowledge

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

### **Standard #5: Application of Content**

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

### **Standard #6: Assessment**

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

### **Standard #7: Planning for Instruction**

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

### **Standard #8: Instructional Strategies**

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

### **Standard #9: Professional Learning and Ethical Practice**

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

### **Standard #10: Leadership and Collaboration**

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

## Process of Application to Music Teacher Education Program:

This document should be in your hands because you fulfill any of the following criteria:

1. You have successfully completed MUE 2230-Introduction to Music Education
2. You are a sophomore music education major
3. You are planning to continue in this program beyond the current semester
4. You wish for your desires to become a teacher to be recognized and supported by the music education faculty.

If you meet the criteria outlined above, you should be prepared to do the following things to secure your place in this program:

-Submit a Letter of Application\* requesting admission to program, illuminating your:

-Commitment to program (NAFME membership; having met with coordinator in early fall; attend student meetings...other related things)

-Desire to be a teacher

-Goals for career

\*the letter should be addressed to Music Education Faculty and delivered to Dr. Entsminger

-Secure a supporting recommendation (form given at time of application) from a Belmont music faculty member who has knowledge of your potential as a musician and as an educator (do not ask Dr. Bridges to complete this form). The form indicates to whom it should be delivered.

-Provide one copy (to Dr. Entsminger) of your current Banner Web Transcript verifying a grade point average of no less than 2.75 overall

-Provide confirmation of passing score on Praxis I: [Praxis® Core Academic Skills for Educators \(Core\) Tests](#) or evidence of exemption\* to take this test. You may click on the link above to get more information about taking these tests.

\*You would be exempt from these tests if you have a minimum score of 22 on the ACT or 990 on the SAT. You are expected to show evidence of your exemption from taking the *Praxis®* Core Academic Skills for Educators (Core) Tests.

-Complete an interview+ (in mid-spring) with Music Education Faculty which will include the following:

Review of application materials

Portfolio review

Conversation about progress/direction in program

+You will be notified in advance of this meeting. It will be held in a space designated by Dr. Entsminger and will last approximately 10 minutes for each candidate.

-Receive letter from Coordinator of Music Education indicating status of application [acceptance, rejection, probation] (this letter will be delivered to you once all components of this process have been accomplished)

If you have any questions, do not hesitate to contact Dr. Entsminger (615-460-8207 or [deen.entsminger@belmont.edu](mailto:deen.entsminger@belmont.edu))

Belmont University School of Music  
Application for Admission to  
Music Teacher Education Program

Name: \_\_\_\_\_ Date submitted: \_\_\_\_\_

Local Address: \_\_\_\_\_  
(street) (apt #)

\_\_\_\_\_  
(city) (state) (zip)

Phone numbers:  
\_\_\_\_\_  
(campus/home) (cell)

Email address: \_\_\_\_\_

Date first admitted to Belmont: \_\_\_\_\_

Date of expected graduation: \_\_\_\_\_

Check if you already hold a baccalaureate degree  Type: BM  BA  other   
from what institution: \_\_\_\_\_

University/College attended other than Belmont University:

Institution	Location	dates	hours completed

Area in which you expect to obtain professional license:

- vocal
- instrumental
- vocal + instrumental add-on
- instrumental + vocal add-on

Coordinator of Music Education signature: \_\_\_\_\_

Applicant signature: \_\_\_\_\_

submit the completed and signed application to Dr. Entsminger WMB 207

Recommendation  
Music Education Teacher Preparation Program

Student name: \_\_\_\_\_

Name of person completing the recommendation

\_\_\_\_\_  
In what capacity do you know the student? \_\_\_\_\_

\_\_\_\_\_  
Please mark (with an "X" on the continuum) where you believe the student is at this time with regard to the following characteristics:

<b>Example:</b>						
				Opinion:		
Characteristic	weak	average	good	very good	exceptional	no opinion
Personality			X			
This would indicate that you believe the student to possess a "good" personality						

**Opinion:**

<b>Characteristic</b>	weak	average	good	very good	exceptional	no opinion
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-Scholarship \_\_\_\_\_

-Dependability \_\_\_\_\_

-Ethical behavior \_\_\_\_\_

-Potential in  
chosen field \_\_\_\_\_

-Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of person completing recommendation: \_\_\_\_\_

Please send this, once completed, to Deen Entsminger, c/o College of Visual & Performing Arts (campus mail), or Belmont University, 1900 Belmont Blvd., Nashville, TN 37212

## **BASIC STEPS to Student Teacher Placement**

### **Your checklist**

#### **Belmont student teacher candidate:**

- \_\_\_\_\_ 1. Student will attend all school visitations and observations assigned in Intro, Elementary, Middle School and Secondary Methods classes.
- \_\_\_\_\_ 2. After request email has been sent by coordinator to principal and teacher to request placement and response has been emailed, student will visit the school and take all pertinent forms to be filled in by the mentoring teacher.
- \_\_\_\_\_ 3. Student will complete CPR certification or show proof of certification.
- \_\_\_\_\_ 4. Student will submit completed Student Teacher Data Sheet
- \_\_\_\_\_ 5. Student will complete all other pertinent paperwork required prior to student teaching

#### **Belmont Coordinator will then:**

Send letters informing mentor teacher and principal the dates of student teaching and a thank you for allowing student teachers from Belmont. Cc: BU student  
The Placement forms and the orientation assignment should then be signed and completed prior to the final seminar meeting. Student teaching assignment will not be solidified until all forms are signed and returned to Belmont Coordinator.

**Belmont University School of Music**  
**Application for Admission to**  
**Student Teaching**

Name: \_\_\_\_\_ Date submitted: \_\_\_\_\_

Local Address: \_\_\_\_\_  
(street) (apt #)

\_\_\_\_\_  
(city) (state) (zip)

Phone numbers:

\_\_\_\_\_  
(campus/home) (cell)

Email address: \_\_\_\_\_

Indicate preference\* of placement in:

Elementary/Middle School \_\_\_\_\_

High School: \_\_\_\_\_

\*all placements will be made by Coordinator of Student Teaching based upon factors relating to factors including but not limited to: availability of mentor teacher, fit of student to environment, need to expose student teacher to diverse population, location of school related to travel considerations

Area in which you expect to obtain professional license:

- vocal
- instrumental
- vocal + instrumental add-on
- instrumental + vocal add-on

Coordinator of Music Education signature: \_\_\_\_\_

Applicant signature: \_\_\_\_\_

Submit this completed and signed application to the Coordinator of Student Teaching

## Praxis Exams

Before registering for student teaching, you must take and pass the **Praxis** exams required by the state of Tennessee for licensure. You may follow this link to examine the requirements for taking these exams: [Praxis](#)

Once on the website,

1. Locate the heading “Principles of Learning and Teaching”, click on the plus (+) sign to open it, then you will need to take one test in the area you believe you desire to teach (K-6; 5-9; 7-12).
2. Under the heading “Tests required for specific licensure areas” locate the one pertaining to “all grades”; click on the plus (+) sign to open it, then locate the specific tests for your endorsement (vocal, instrumental)

The minimum passing scores are given to the right of each test. If you click on the test title it will take you to another page explaining the test and give you addition information about the test.