Baylor University

All-Level Student Teaching in Music

MUS 4F30

STUDENT TEACHER HANDBOOK
2017-2018
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Preface

Student teaching is the culmination of your preparation as a music educator. This important element in your education will give you opportunity to apply your knowledge of teaching and learning, your musicianship skills, and to demonstrate your commitment and professionalism as a teacher. By joining a team of educators in the schools and being mentored by an accomplished and experienced music teacher, you will learn many important ways to implement your skills and knowledge for the benefit of your students.

As an educator, realize that your most important priority is your students. While you have spent many years being a student and focusing on your accomplishments, the time has now come to focus on your students’ accomplishments. Your planning, teaching, and reflection should center on your students. Just as with your mentor teacher, your schedule is dictated by the demands of your program and the needs of your students.

By observing and participating in daily campus life, you will also acquire opinions on significant issues facing educators today. In order to create your own informed professional opinions, we encourage you to seek out opportunities to understand all facets of these issues and to question your mentor teacher as to their beliefs and experiences related to all professional matters.

At all times, we expect you to conduct yourself with utmost professionalism. Your attitudes and behaviors demonstrate your commitment and character in the most powerful way. Regardless of your future plans, your student teaching performance will reflect your maturity and professionalism to an entire population of music professionals. Be impressive!

Your university supervisors are here to serve as both resources and advocates for you. Should you have questions, need additional resources, or want to discuss an issue, do not hesitate to contact us. It is our fervent desire to see you succeed and excel. We are committed to helping you accomplish your goals.
All-Level Student Teaching in Music
2017-2018 Calendar

Fall Semester 2017 *

August 21-22  MUS 4230-Induction to Music Teaching, on campus (1:00-7:00 on 8/22, 9:00-4:00 on 8/23, WHE 210)

August 23  First day of Student Teaching

October 6  End of first half of student teaching semester / Last day at first school assignment

October 9-10  MUS 4230 Class Meetings (1:00-7:00 on 10/9, 9:00-4:00 on 10/10, WHE 210)

October 11  First day of second half of student teaching semester and second school assignment

December 4  Last day of Student Teaching

December 6  MUS 4230 Final Class Meeting (9-4:00, WHE 129, 210)

December 16  Commencement

Spring Semester 2018 *

January 8-9  MUS 4230-Induction to Music Teaching (1:00-7:00 on 1/8, 9:00-4:00 on 1/9, WHE 210)

January 10  First day of Student Teaching

February 7-10  TMEA - San Antonio

February 26  End of first half of student teaching semester / Last day at first school assignment

March 1-2  MUS 4230 Class Meetings (1:00-7:00 on 2/27, 9:00-4:00 on 2/28, WHE 210)

March 5  First day of second half of student teaching semester and second school assignment

April 27  Last day of Student Teaching

April 30  Music Education Honors Dinner

May 1  MUS 4230 Final Class Meeting (9-4:00, WHE 129, 210)

May 12  Commencement

* Seminar Meetings TBA with University Supervisor
Contact Information

Director of Music Education and Student Teaching In Music:

**Dr. Michele Henry**  
One Bear Place #97408  
Waco, TX  76798  
(254) 644-0150 cell  
Michele_Henry@baylor.edu

University Supervisors:

**Dr. Michael Alexander**  
One Bear Place #97408  
Waco, TX  76798  
(713) 503-3867 cell  
Michael_Alexander@baylor.edu

**Dr. Michele Henry**  
One Bear Place #97408  
Waco, TX  76798  
(254) 644-0150 cell  
Michele_Henry@baylor.edu

**Dr. Kelly Hollingsworth**  
One Bear Place #97408  
Waco, TX  76798  
(251) 490-2038 cell  
Kelly_Hollingsworth@baylor.edu

**Dr. Jaclyn Paul**  
One Bear Place #97408  
Waco, TX  76798  
(405) 826-1356 cell  
Jaclyn_Paul@baylor.edu

Administrative Associate:

**June Campbell**  
One Bear Place #97408  
Waco, TX  76798  
(254) 710-3264  
Music Education Office  
June_Campbell@baylor.edu
Goals of the Student Teaching Experience

The student teaching experience provides an opportunity to observe and to work actively in various aspects of the music teaching field. Rather than being a terminal course in university teacher preparation, student teaching marks the beginning of a career in the music teaching profession. Given a solid foundation in musical skill and methodology, and an understanding of and sensitivity to human interaction and behavior, student teaching can be one of the most challenging and rewarding experiences of university life.

Goals of Student Teaching in Music

- To provide the student teacher with an insight into the total school program.

- To provide the student teacher with the opportunity to apply, through teaching, the knowledge and musical skills acquired throughout the university curriculum.

- To provide the student teacher the opportunity to gain confidence in him/herself as a teacher through planning, teaching, and evaluating.

- To foster in the student teacher a professional attitude and a desire for professional growth.

- To provide the student teacher with insights into the fundamental differences between the processes of learning for oneself and that of teaching others.

- To provide the student teacher with a network of professional colleagues and mentors who will be a basis of support during entry into the profession.
Activities of the Student Teaching Experience

The activities of the student teaching experience are generally divided into the following areas:

Observation

Student teaching generally begins with a period of observation that commences immediately upon arrival at the cooperating school. The length of the initial observation period varies depending on the individual situation and the length of the student teaching assignment. To some extent, observation will continue to occur throughout the semester—whether for complete classes, portions of classes, or other professional interactions. The ability to observe and evaluate is vital for continued growth and development of teaching skill. Effective observation is a skill that must be developed, and includes observation of environment, teacher behaviors, and learner behaviors. The ability to observe effectively will develop with awareness of the technical facets of teaching, and through productive discussions with mentor teachers and university supervisors.

Planning

The student teacher is responsible for planning lessons based on district and state-mandated curricula. Individual lesson plans and long-term planning should reflect the needs of the students, as well as the goals of the program. The student teacher will learn to construct lesson plans, in collaboration with the mentor teacher, based on examples of planning and from information gained through observations and daily teaching experiences. Lesson plans should identify appropriate materials for instruction, should clearly define learning objectives, and should articulate specific strategies for teaching and assessing student achievement. Student teachers are expected to provide examples of short and long-term lesson planning.
Teaching

A plan for the student teacher to assume teaching responsibilities should be discussed early in the student teaching experience. It is desirable for the student teacher to gain experience teaching students at a variety of achievement levels. The student teacher should be held responsible for developing and executing an ongoing program of learning with the same students—whether entire classes, portions of class periods, sectionals, or the like. Opportunities for leading public music making, when appropriate, are desirable. Feedback and suggestion for teaching should be provided to the student teacher regularly, with ample opportunities provided to hone and refine teaching skill.

Evaluation

Evaluation during student teaching encompasses many facets of the teaching and learning process. In addition to the evaluation of student learning, the student teacher should practice ongoing evaluation of his/her own teaching. This process may begin through observing and evaluating teaching of the mentor teacher. Once the student teacher assumes teaching responsibilities, he/she is expected to reflect in some manner on each teaching experience. The mentor teacher should encourage the student teacher to self-evaluate by leading conversation about their teaching. Informal intermittent evaluation should occur throughout the semester. The student teacher will be evaluated formally by a university supervisor no fewer than three times over the course of the semester. If the student teacher has multiple teaching placements, these observations will be divided accordingly. Written summative evaluation by the mentor teacher and the university supervisor will occur at mid-term and at the end of the semester. The student teacher will be evaluated on

- Planning—Long term planning, written lesson plans, materials selection/organization, classroom setup, etc.
• Musicianship—Modeling, accuracy, keyboard skills, conducting, error detection, etc.
• Teaching Effectiveness—Use of teaching cycle, pacing, addressing various learning styles, classroom management, age-appropriate strategies, assessment, etc.
• Professionalism—Punctuality, appearance, collegiality, language, communication, responsibility, etc.

Compilation of Materials
During the student teaching semester, the student teacher will have numerous opportunities to utilize a variety of materials for teaching instrumental, choral and elementary general music. One of the primary activities of the student teaching experience is the compilation and evaluation of these materials. The use and effectiveness of scores, books, recordings, and other teaching materials, as well as resources needed to administrate a music program, should be noted and documented throughout the student teaching semester.
Policies and Procedures

Attendance and Punctuality

The student teacher is expected to exhibit professional behavior at all times regarding attendance and punctuality. All absences from student teaching, for any reason, must be made up at the end of the student teaching assignment. The mentor teacher and university supervisor must be notified of any absence by the student teacher, preferably in advance. The student teacher should not leave school early for any reason without notifying the university supervisor.

Student teachers are expected to determine from the mentor teacher on the initial school visit what hours are appropriate for arrival in the morning and departure in the afternoon. Student teachers are expected to follow the same school day hours as the mentor teacher. Additionally, student teachers are expected to attend and participate in all activities of the mentor teacher, including but not limited to planning periods, faculty meetings, campus duty assignments, after-school/evening rehearsals and events, parent-teacher conferences (as appropriate), etc. The student teacher should adhere to the same policies as the mentor teacher regarding leaving the school campus at lunchtime.

Punctuality is extremely important to success as a student teacher. Being habitually late is not only unprofessional, but it also causes the student teacher to begin the day hurried and unprepared. Excessive tardiness may result in a lowered grade and will be reflected on the final evaluation.

Participation in University Activities

Student Teaching should be the focus of the student teaching semester. Students may not participate in ensembles during the student teaching semester. Students may enroll in academic coursework only with approval of the Director of the Music Education Division. Students are advised to limit other
activities that may interfere with the ability to successfully complete student teaching.

**Appearance and Dress Code**

Appropriate appearance and dress for both men and women are very important. At the initial school visit, the student teacher should inquire about the dress code for the cooperating school and the school district and should comply at all times with the school/district dress code. Additionally, student teachers should remember that choice of colors, dress length, type of neckline, choice and amount of make-up, type of shirt, wearing a tie, hair style, and neatness are among the factors that are important in maintaining an appropriate appearance in the cooperating school. Good taste and considered choices in dress will provide the student teacher with an extra touch of maturity and should prove helpful in establishing the student teacher’s role as a teacher.

**Contact with University Supervisor**

Each student teacher is expected to assume responsibility for maintaining regular contact with the university supervisor. Communication with the university supervisor is an integral part of the student teaching experience. Lack of communication may result in a lowered grade and will be reflected on the final student teacher evaluation. We encourage regular communication between the mentor teacher and university supervisor. Where there are concerns or questions, mentor teachers should not hesitate to contact the appropriate university supervisor.

**Professional Behavior**

Student teachers are expected at all times to exhibit the highest standard of behavior consistent with professional, ethical, and moral behavior of teachers, including use of all forms of electronic communication, use of social media, etc. Student teachers are also expected to conduct themselves in accordance with the Christian principles set forth for all Baylor students.
Personal misconduct of any kind will not be tolerated and will be cause for withdrawal from student teaching and delayed graduation.

**Grading**

Standard university grading (A-F) will be used for the student teaching course. Grades will be assigned by the university supervisor in consultation with the mentor teacher. If a student teacher is assigned to two different student teaching assignments, separate grades will be issued for each assignment and will be averaged together to reach the final grade for the course. Grades for MUS 4230 Induction to Music Teaching are separate from grades for student teaching, and will be assigned by the instructors of that course.

**Substitute Policy**

Student teachers may not be hired as substitute teachers in the absence of a mentor teacher. If the mentor teacher is absent, the school must employ a substitute of record, even if the student teacher is responsible for instruction.
Responsibilities for Student Teachers, Mentor Teachers, and University Supervisors

Each member of the student teaching team has different responsibilities and expectations throughout the student teaching semester. Below are listed the typical duties for each member:

Responsibilities of the Student Teacher

- To maintain the same schedule and responsibilities as the mentor teacher, including all school related activities outside of the regular school day (faculty meetings, extra rehearsals, field trips, contests, etc.)
- To conduct himself/herself as a professional at all times.
- To be familiar with all materials and procedures necessary for effective teaching.
- To plan and execute lessons, under the guidance of the mentor teacher.
- To respond to feedback in an open and constructive manner, using the information to improve future teaching sessions.
- To communicate with the mentor teacher and university supervisor on an ongoing basis.
- To maintain regular communication and to schedule observation times with the university supervisor.

Responsibilities of Mentor Teachers

- To provide student teachers with an environment conducive to practice teaching and a positive model of successful music education
- To orient student teachers to the school facilities, personnel, policies, and the particulars of the music program.
- To provide an induction into teaching by modeling appropriate planning and teaching.
• To assist student teachers in lesson planning, by providing examples and conferring with student teachers as they produce their own plans.

• To provide student teachers ample teaching opportunities, so as to develop their instructional skills and professional demeanor in the classroom.

• To give timely and specific feedback to student teachers about their teaching, allowing them to benefit from the feedback in subsequent teaching experiences.

• To provide student teachers with the benefit of their professional experience by sharing with them strategies for classroom management, lesson planning, instructional materials, program formation and development, time management, communication skills, etc.

• To complete a final evaluation of student teachers at the conclusion of the student teaching placement.

• To communicate regularly with the university supervisor, and in a timely manner, should any concerns regarding a student teacher arise.

Responsibilities of Baylor University Supervisors

• To serve as a liaison between Baylor University School of Music, Baylor student teachers, and participating schools—including the mentor teachers and any administrators.

• To be a resource for student teachers in the field, assisting them with materials, instructional techniques, and other professional concerns.

• To maintain regular communication with student teachers to process experiences from the field.

• To observe student teachers in the field and to provide timely feedback designed to inform and improve their teaching skills. Student teachers can expect to be observed a minimum of three times during the semester.
• To evaluate lesson plans and other written documents designed by student teachers and to assist in long and short-range planning skills when needed.

• To complete a final evaluation of student teachers and assign a final grade at the conclusion of the student teaching placement.

• To document any important information relevant to student teaching experiences.
First Week Checklist for Student Teachers

✓ Exchange contact information with your mentor teacher on or before the first day of class.
✓ Learn your way around the school facilities.
✓ Familiarize yourself with school policies and classroom routines.
✓ Obtain the roll or seating charts, in order to start learning student names.
✓ Gather and familiarize yourself with all necessary instructional materials being used by your mentor teacher (octavo, music scores, textbooks, recordings, etc.).
✓ Determine your proposed teaching schedule with your mentor teacher (suggested schedules are included in this handbook).
✓ Exchange contact information and schedule with university supervisor.
✓ Ask questions. Be curious. Show initiative and interest. Don’t be afraid to jump in there!
Potential Teaching Schedules

Seven Week Elementary
Week 1  Observe and shadow teach from the mentor teacher’s plans.
Week 2  Continue shadow teaching and/or teach from plans created with the mentor teacher—selected grade(s).
Week 3  Assume responsibility for planning and teaching one grade level.
Week 4  Assume responsibility for an additional one or two grades.
Week 5  Assume responsibility for an additional one or two grades.
Week 6  Assume responsibility for the remainder of the grade levels (full teaching schedule).
Week 7  Maintain a full teaching schedule.

Seven Week Secondary***
Week 1  Observe and learn repertoire being rehearsed; assist individual students within sections.
Week 2  Assume responsibility for one element of the rehearsal (warm ups, sight reading, literature, etc.) in one or two ensembles; continue to assist students within sections.
Week 3  Continue previous responsibilities, adding additional ensembles; assume responsibility for an additional element of the rehearsal in one or two ensembles; continue to assist students within sections.
Week 4  Continue previous responsibilities; begin repertoire rehearsal (if not previously begun).
Week 5-7  Continue previous responsibilities, incorporating transitions between activities and time management awareness.

Fifteen Week Elementary/Secondary***
Week 1  Observe and learn repertoire being rehearsed; assist individual students within sections.
Week 2  Assume responsibility for one element of the rehearsal (warm ups, sight reading, literature, etc.) in one or two ensembles; continue to assist students within sections.

Week 3  Continue previous responsibilities, adding additional ensembles; assume responsibility for an additional element of the rehearsal in one or two ensembles; continue to assist students within sections.

Week 4  Continue previous responsibilities; begin repertoire rehearsal (if not previously begun).

Week 5-14  Continue previous responsibilities, incorporating transitions between activities and time management awareness.

***Secondary student teachers should have experience teaching students at a variety of skill levels. They should gain experience in all facets of the rehearsal, including repertoire rehearsal. When possible, student teachers should be given repertoire for which they are solely responsible, requiring them to introduce new repertoire to ensembles.
Baylor University School of Education Candidate Visitation Report - Intern

Candidate: BUID: Visit: (number) Type: Formal

Date: From: (time/minutes) Campus:

Subject: Grade Level: Observer:

Follow up conference date: From: (time)

STRAND I: Creating a Positive Learning Environment: 1. establishes expectations; 2. arranges space for safety and effective learning; 3. establishes small and large group procedures, routines, and manages transitions; 4. prepares and manages materials and technology for effective learning; 5. keeps progress records in order to match and adapt curriculum to student; 6. uses reinforcement and correction that increases learning and shows respect; 7. paces lessons and activities to engage students.

STRAND II: Assessment: 8. assessment method matches knowledge (curriculum) and student characteristics; 9. formative assessment provides information regarding student(s)’ achievement level; 10. assessment information is communicated to students, parents, and other professionals.

STRAND III: Curriculum Planning: 11. focuses students’ attention on the information; 12. organizes the knowledge when planning instruction; 13. presents information for instruction that is related to assessment; 14. guides students’ application of knowledge; 15. provides opportunities for students to use information independently.

STRAND IV: Professional Development and Communication: 16. participates in professional development; 17. is proficient in communication with students, parents, and other professionals; 18. collaborates with parents and caregivers.

Additional Comments

Candidate Signature____________________________________________________________

Faculty Signature_____________________________________________________________

*TAC 228.35 A copy of all formal Intern evaluations must be submitted to the campus principal. Revised 1/06/2017
# Student Teacher Summative Evaluation Form

**Baylor University School of Music**

**Student Name:**
**Location:**
**Mentor Teacher:**
**University Supervisor:**

**Subject Area**
- Band
- Choral
- Elementary
- Orchestra

**Semester:**
- Midterm
- Final

**Number of days the student teacher was absent:**

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## A. Planning/Preparation

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<th>Meets Expectations</th>
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<td>Classroom setup</td>
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**Comments**

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## B. Musicianship

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### C. Teaching Effectiveness

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### Comments

### D. Professionalism

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### Comments

### Summary Statement

Mentor Teacher Signature _____________________________________________
Student Use of Evaluation Forms

In effort to make the student teaching experience as rewarding and valuable as possible, it is important to have feedback on the strengths and areas of growth for our Educator Preparation Program. In addition to the feedback received through evaluation of student teachers by Mentor Teachers and University Supervisors, student teachers also have the opportunity to provide feedback concerning their student teaching experience. The subsequent forms may be used by student teachers to report any relevant information that they would like to share. These forms are not required feedback, but are made available in the event that it is helpful for the student teacher.
University Supervisor Evaluation

Please answer each question by circling the most appropriate response. Make comments you feel will be helpful for future student teachers.

My university supervisor:

1. Observed and evaluated my teaching an adequate number of times during the semester.
   rarely 1  2  3  4  5 often

2. Maintained regular contact that helped me to process my student teaching experiences and allowed me to gain from the experiences of other student teachers.
   rarely 1  2  3  4  5 often

3. Provided me with helpful resources and materials to improve my teaching.
   rarely 1  2  3  4  5 often

4. Gave me quality, honest feedback on my teaching performances, designed to improve my teaching.
   rarely 1  2  3  4  5 often

5. Worked effectively with my mentor teacher to create an environment in which I could succeed and grow as a teacher.
   rarely 1  2  3  4  5 often

6. Treated me with respect as an up and coming professional educator and held me to those same expectations.
   rarely 1  2  3  4  5 often

Comments:

Please return this form to the Director of Music Education after the student teaching semester is complete. One Bear Place #97408, Baylor University, Waco, TX 76798.
Mentor Teacher Evaluation

Please answer each question by circling the most appropriate response. Make comments you feel will be helpful for future student teachers.

My mentor teacher:

1. Was a positive role model for me as a music education professional and as a quality human being.
   
   rarely 1 2 3 4 5 often

2. Provided an environment conducive to my development as a teacher.
   
   rarely 1 2 3 4 5 often

3. Gave me adequate experience in the classroom to develop my teaching skills.
   
   rarely 1 2 3 4 5 often

4. Evaluated my teaching and gave me constructive feedback that I could use to improve my teaching in subsequent lessons.
   
   rarely 1 2 3 4 5 often

5. Worked effectively with my University Supervisor to create an environment in which I could succeed and grow as a teacher.
   
   rarely 1 2 3 4 5 often

6. Treated me with respect as a future professional educator and held me to those same expectations.
   
   rarely 1 2 3 4 5 often

7. Is recommended for future student teaching placements.
   
   rarely 1 2 3 4 5 often

Comments:

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