George Mason University Dewberry School of Music Student Teacher Handbook

Updated June 9, 2026

Demonstrating Readiness to Student Teach:

- Passing the MTEC in MUSI 393, and official admission to the music education major (including gate check of GPA)
- Complete all required coursework, observation hours, and recital
- Pass the Praxis Exam (5113)
- Self Assessment of Dispositions (completed by instructors of MUSI 461/463/466)
- Complete student teaching application, including CPR, child abuse, and dyslexia training
- Graduate Licensure students should also have a completed Content Area Review with the CEHD coordinator

STUDENT TEACHER GUIDELINES

Student teaching is a time of great personal and professional growth. It is hard work and can be both exciting and stressful. Flexibility in adapting to differences in school cultures, teaching styles, differing philosophies, and student needs will help to reduce anxiety and increase growth. Some general expectations include:

- Earn the respect and confidence of your colleagues by demonstrating initiative, responsibility, and resourcefulness.
- Become a "reflective practitioner."
- Learn from everyone around you, but especially from your students and from your mistakes.
- Ask for assistance, advice, feedback, coaching and criticism and act on it as appropriate.
- Plan regularly. Planning is one area where you should not emulate an experienced teacher.
- Demonstrate high standards of ethics and professionalism in your dealings with colleagues, students, and parents.
- Be responsible for initiation of Progress Reports, completion of the Log of Hours, and submitting all documentation to the university supervisor on/or before posted deadlines.
- Video record teaching sessions regularly, selecting one lesson at the beginning of each placement to analyze using the Video Observation Report.
- After teaching a lesson, reflect on the process using a journal that you can refer back.
- Prepare and present an e-Portfolio that showcases teaching exemplars from your internship experience.

More specific expectations that the student teacher should be familiar with include:

Child Abuse. The ST is required to comply with state regulations pertaining to child abuse and neglect recognition. Compliance is assessed through an online course provided by the Virginia Department of Social Services.

Dress Code. The student teacher is expected to meet professional standards of personal appearance in every respect. It is important that the first impression is a positive and lasting one. In addition, the basic idea of dressing professionally is to distinguish the student teacher from the students. Collared shirts, dress slacks, and comfortable dress shoes are acceptable examples. Casual clothing such as T-shirts, ripped jeans, and revealing clothing is not permitted.

Ethics. Accepting a teaching position places the student teacher in a position of authority over students. This comes great responsibility. The student teacher is expected to embrace a high standard of ethical behavior. The faculty in the School of Music have adopted the National Education Association Code of Ethics as the standard. The student teacher is expected to read and follow abide by these guidelines: http://www.nea.org/home/30442.htm

Outside Activities. Commitments outside student teaching are not a valid excuse for failing to fulfill all duties and responsibilities of the internship. Performing in an ensemble, directing a church or community ensemble, private studio teaching, and working a part-time job are a few examples of outside activities that can interfere with student teaching. During the internship, student teaching responsibilities are the priority. Students are discouraged from participating in campus ensembles during their internship, and pressure from ensemble directors or studio teachers should be reported to the student teaching coordinator.

Principal's Authority. The principal has the authority to suspend and/or remove the student teacher from interning in their school at any time prior to, or during the internship. Such dismissal may come without prior notification to the student teacher, the university supervisor, the Director of Music Education, the administration in the School of Music, and/or the Clinical Practice Office.

Professional and Legal Responsibilities. Students are legally responsible for exercising "reasonable care" for students' welfare and for complying with federal, state, and local policies and regulations. This can be accomplished through reading the school's teacher handbook. The student teacher is expected to ask the mentor teacher for access to this information.

Social Media. The student teacher is cautioned against posting any comments or images to social media pertaining to the (a) school district (b) assigned school site, (c) students, (d) parents of students, (e) faculty, and (f) staff therein. Inflammatory, derogatory, and/or disparaging remarks are the antithesis of acceptable teacher dispositions and can be considered grounds for immediate removal from internship.

Substitute Teaching. A candidate may occasionally substitute for their MT during the internship, provided that several guidelines are strictly followed. These guidelines are:

- Students must already be fully hired and trained as a substitute in their internship location's school division prior to any substitute teaching.
- Students may only substitute in the classroom of their mentor teacher with the building administrator's advance knowledge and permission.
- Students may only substitute in the classroom of their mentor teacher when the mentor teacher is absent due to illness or family emergency. Students should accompany their mentor teachers to professional development activities when those are scheduled, and therefore should not substitute if/when the mentor teacher is out for such activities.
- Students may not leave their internship prior to its end date in order to serve as a long-term substitute teacher; completing the internship with fidelity and in a timely manner must always take precedence over substitute teaching.

Length of Internship. This commitment is a semester long period of full-time work experience. The Virginia Department of Education (VDOE) requires the student teacher to be in the classroom full time for a minimum of 300 clock hours, with at least half of that time (150 hours) spent providing direct instruction. Since the semester is divided into two placements, an average of 75 hours in direct teaching should be logged for each placement. Instructions for how to document hours is explained in the Log of Hours. Throughout the

internship, the student teacher is expected to maintain the same schedule as their mentor teacher. This includes, but is not limited to (a) after school rehearsals, (b) honors ensembles, (c) all performances (d) faculty meetings (e) booster club meetings (f) conferences (g) school testing and (h) school fundraising activities. Essentially, if the mentor teacher is involved, the student teacher is also expected to be involved.

Calendar. Aside from the start/end dates of the internship placements, the student teacher will follow the calendar from the school district where the internship occurs as it pertains to holidays, teacher work days, and in-service events. In addition, the student teacher is required to attend Mason related activities such as the orientation session, internship seminar meetings, and the end-of-semester presentation.

Absences. Reliable attendance is crucial for success. During the student teacher orientation session, the university supervisor will share emergency contact information with the student teacher. In the event of an unexpected absence from student teaching, the student must notify the mentor teacher and their university supervisor prior to the absence. The student teacher is expected to make-up each absence without prompting from the university supervisor or mentor teacher. In the event of an unexpected absence from a school-related activity, the student teacher must notify their university supervisor prior to the absence. Failure to notify the mentor teacher and university supervisor in advance, in addition to an accumulation of absences, can result in a conference for the record and removal from student teaching.

Tardiness. Students must also notify the mentor and the university supervisor prior to being late to student teaching. In the event of an unexpected tardy from a school-related activity, the student teacher must notify their university supervisor prior to being late. Failure to notify the mentor teacher and the university supervisor in advance, in addition to repeated tardiness, can result in a conference for the record and removal from student teaching.

Grading. School of Music faculty who are assigned to supervise student teachers use a standards-based approach to grading.

Formative assessments consist of diagnostic feedback provided to the ST from the mentor teacher or university supervisor during each placement. They are designed to monitor teaching practice in terms of strengths, and to prescribe solutions for areas that need improvement. The information recorded in these assessments can be used by the mentor teacher and university supervisor to complete the Teacher Performance Assessment at the end of each placement.

Summative assessments are used by the mentor teacher and university supervisor at the end of each placement in order to evaluate teaching practice against the standards listed in the course syllabus.

The Final Grade is determined by calculating the average score from all of the summative assessments. All required paperwork and documentation must be submitted to the US before a final grade is issued.

Accommodations. A student teacher with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who requires special accommodations (i.e. additional time to complete paperwork, absences for medical reasons) must contact the student teaching coordinator and the Office of Disability Services (ODS) ***prior to*** beginning the internship. Then, if an accommodation request is granted, ODS will issue a letter for the university supervisor through the student describing the nature of the disability and the accommodation(s) recommended. Any accommodation(s) will commence from the date the letter from ODS is presented to the university supervisor. Requests for retroactive accommodations for the purpose of changing a final grade will not be considered.

Conference. Part of the mission of the music education faculty is to help students successfully complete their degree program. Occasionally, student teachers encounter problems that may require special assistance in order to successfully complete the internship. In such cases, the student teacher, the Director of (undergrad) Music Education, and the university supervisor (in collaboration with the mentor teacher) meet in conference to discuss possible solutions. The Academic Advisor and an administrator from the School of Music may also be involved in the conference. **See page 7 of this handbook for more information**

Actions that can prompt a conference include:

- A request from the student teacher or university supervisor
- Absences or tardies from student teaching without sufficient communication
- Failure to complete or submit paperwork in a timely manner
- Insufficient or lack of lesson planning
- Lack of participation in school-site events
- Violation of, or failure to conform, to the code of ethics
- Posting inappropriate content to social media that violates the policies herein
- Failure to meet the minimum requirement of 300 student teaching/150 direct teaching clock hours
- Removal from the internship by the principal
- Concerns of mistreatment by mentor teacher

Depending on the cause of the conference, possible outcomes that can result include:

- Arranging for an observation of an exceptional teacher who models the skills the intern lacks
- Modifying the schedule for independent teaching to begin more gradually and/or to add days if possible
- Providing special experiences during the period after independent teaching in order to address areas that need improvement
- Referral to Counseling and Psychological Services (CAPS) for personal or therapeutic support
- Referral to the Office of Student Financial Aid for advice on financial assistance
- Referral to Student Health Services for medical support
- Referral to the Office of Disability Services (ODS) for the purpose of requesting special accommodations needed to complete the internship

- Providing information about the possibility of repeating the internship in a subsequent semester
- Advising the student regarding an alternate degree and/or path to licensure
- Removal or Reassignment of student teacher to new placement
- CONFIDENTIALITY OF RECORDS. All reports, assessments, and evaluations of the student teacher may be shared between the mentor teacher, university supervisor, academic adviser, music education coordinator, and administrators in the School of Music during the internship semester. After that time, access will be in accordance with FERPA guidelines.
- RETENTION OF RECORDS. Contents of cumulative folders will be retained by the director of undergraduate music eduacation for five years after completion of student teaching. After that, the Summary of Hours/Grade Sheet will be the only records available. Therefore, students should keep copies of all documents pertaining to student teaching.

Steps you should take before the first day:

Email both of your mentor teachers to introduce yourself and schedule a time to meet/see the school in person, inquire about where to park, etc. You should include a "heads-up" that the Experiential Learning Agreement (ELA) will be coming to them from CEHD. You can also ask for copies of the music or the academic calendar/performance schedule.

Attend the orientation meeting with Dr. Beveridge and the other university supervisors.

Take a deep breath. You've done a lot already to get to this point, and this is why you did all that work. Try to have fun!

Conditions under which you could be removed from your student teaching placement:

George Mason University, the College of Visual and Performing Arts, and the Dewberry Family School of Music abide fully by the Virginia Standards for the Professional Practice of Teachers, as outlined by the Virginia Department of Education.

Standard Six addresses Teacher Professionalism, which George Mason, CVPA and the Dewberry School hold as particularly important for licensure candidates. Student teaching placement is a privilege, not a right, and although it is available to students at the culmination of their degree path based on successful completion of coursework, placement itself is assessed and can be rescinded for cause based on the criteria listed below. In some cases, a grade of No Credit or F may be accompanied by a recommendation that the student not be allowed to repeat student teaching. In such cases, the student will not be recommended for licensure.

- Attendance issues including chronic unexcused tardiness or absenteeism without documentation. Gross misconduct on school grounds or around/towards K-12 students in your care.
- Crimes committed while in the internship semester, not including minor traffic violations.
- Physical or mental health conditions that constitute a direct and severe negative impact on or risk to immediate safety of PK-12 students.
- Concerns expressed by the university supervisor or mentor teacher about any of the issues listed on page 5 or failure to progress after all parties have met in a conference (outlined above) and agreed on a plan of improvement.
- Any other severe event that constitutes a direct safety concern, at the discretion of the director of undergraduate music education.

Schedule of Paperwork

When to turn in	Student Teacher	University Supervisor	Mentor Teacher
Beginning of internship	Experiential Learning Agreement (1 per placement)		Sign Experiential Learning Agreement (via email)
Before each observation (to US)	Lesson Plan (2 per plc., 4 total)		
Day after observation (to intern)		Observation (2 per plc., 4 total)	
3rd week of each placement (to US)	Video Reflection (1 per plc., 2 total) Progress Report (with Mentor)		Progress Report (1 per placement)
End of each placement		TPA (1 per placement)	TPA (1 per placement)
2 weeks before end of term Link to Watermark-VIA website is in Canvas	InTASC Lesson Plan (can use one from above or submit new one)	InTASC Lesson Plan evaluation	
2 weeks before end of term		InTASC Internship form	
2 weeks before end of term	Evaluation of Mentor Teacher (in VIA)	End-Point Observer Form	Evaluation of Intern (VIA)
End of term	Log of Hours Summary of Hours (portion)	Summary of Hours (portion)	
End of term	ePortfolio link	ePortfolio Assessment	

MENTOR TEACHER GUIDELINES
Dewberry School of Music, George Mason University

Classroom music teachers are essential to the process of helping interns to develop into successful professionals. In order to serve as an MT, the following eligibility requirements must be met:

- Minimum of 5-years of successful full-time teaching experience, minimum of 2 in current assignment.
- Receptive in hosting music education students for field experience
- Recognized by colleagues as an outstanding educator in the endorsement area
- Willingness to recognize the validity of new methodologies in teaching music

Student teacher substitute policy:

George Mason University prohibits student teachers to teach any student or class in absence of the mentor teacher or a properly credentialed substitute teacher. In the event the mentor teacher will be absent, the student teacher may be hired as a substitute if they are already cleared and credentialed as a substitute by the school district. The decision to then hire the student teacher rests with the mentor teacher and school-site principal. If the student teacher is not officially hired but expected to teach, the school-site principal is responsible for hiring a substitute that accepts liability for all students and classes including those which the intern is assigned to work.

Student teacher requirements

Student teaching is widely regarded as the single most important component of teacher education. The effectiveness of the experience depends upon the degree to which all members of the team fulfill their responsibilities and establish good working relationships. Frequent and open communication is essential. Immediate communication from the mentor teacher to the university supervisor regarding any/all concerns with the student teacher is paramount.

The Virginia Department of Education (VDOE) requires the student teacher to be in the classroom full time for a minimum of 300 clock hours. Half of that time (150 hours) is to be spent teaching. Since the semester is divided into two placements, a minimum of 75 hours in direct teaching should be logged for each placement.

Direct Teaching is defined as follows:

- **Co-Teaching:** shared responsibility for planning, instruction, assessment, and supervision. Also referred to as team teaching.

- **Independent Teaching:** the student teacher assumes full responsibility for planning and implementing instruction, assessing student achievement, and evaluating the lesson in order to improve learning.

The mentor teacher is responsible for creating and implementing a schedule that provides sufficient teaching opportunities for the student teacher to earn the minimum number of hours in direct teaching. Questions or concerns pertaining to scheduling sufficient teaching hours should be addressed to the university supervisor and/or the university coordinator.

The mentor teacher is expected to serve as role model, instructor, and coach for the student teacher. Since, the mentor teacher's primary responsibility is for their student's welfare and learning, the additional responsibility of supervising a student requires careful planning and good judgment about the student teacher's readiness to assume teaching duties. A general guide to navigating through the processes is described as follows:

- Familiarize the student teacher with state and local policies by providing a link to (or hardcopy of) your school's teacher handbook as a part of their orientation.
- Provide the student teacher with a copy of the school music handbook, student expectations, and/or syllabus along with a calendar of events at the beginning of the placement.
- Treat the student teacher as a colleague in order to increase acceptance from students.
- Co-plan and co-teach during the first month of working together.
- Converse regularly, especially in regard to instructional decisions.
- Build confidence by having the student teacher gradually assume responsibility for instruction.
- Oversee planning and monitor the progress of the student teacher's approach to learning.
- Gradually withdraw from your classroom, shifting authority and responsibility to the student teacher (see section below about the shift to independent teaching)
- When giving feedback, encourage reflection and self-analysis.
- Be open and honest about areas needing improvement by prescribing solutions to strengthen the areas(s) of weakness.
- Discuss any concerns or problems with the university supervisor as soon as they arise.

- Introduce the student teacher to the appropriate resources needed to accomplish a full range of professional duties.
- By word and by action, communicate your love of teaching and commitment to the profession.
- Monitor the student teacher as they complete the Log of Hours.
- Give advice and support as the student teacher develops their e-Portfolio.
- If warranted, provide the student teacher with a recommendation for employment
- Complete a Teacher Performance Assessment and confer with the university supervisor as needed

Paperwork/forms needed from the Mentor Teacher

Observation forms for student feedback and supervisor formative assessment. ***recommended but not required.

Mid-term progress report. Complete this form *with* the intern and submit to supervisor.

Teaching Performance Assessment. Summative form submitted at end of internship.

Note: A link to a student teacher assessment rubric will come via email from the College of Education to a site called Watermark. These assessments do not affect the student grade but are used for overall program improvement.

Mentor Teacher Supervision Expectations During Independent Teaching

Expectations Prior to Independent Teaching

The mentor teacher (MT) should remain in the classroom with the teacher candidate (TC)

As the TC gradually acquires routines, procedures, instruction and management responsibilities, the MT should confirm the TC can:

- Deliver instruction independently
- Manage student behavior
- Is knowledgeable of school routines and procedures for emergencies including
    - Medical emergencies (e.g., seizures, injuries)
    - Behavioral crises
    - Lockdowns, evacuations, and drills

Expectations During Independent Teaching:

- Teacher Candidate (TC) completes 1–2 weeks of independent teaching with Mentor Teacher (MT) present
- The MT may briefly step out only if all conditions below are met:
    - **Stay Accessible & Nearby**
        - Remain in the building at all times
        - Stay in proximity (e.g., outside the classroom or nearby area) and available to respond quickly if needed
        - Be immediately reachable (phone, radio, etc.)
        - Do not leave the building
    - **Monitor & Check In**
        - Proactively monitor instruction
        - Check in every 15–30 minutes (adjust based on TC readiness and context)
        - Provide ongoing feedback and support
    - **Communicate Clearly**
        - Ensure the TC knows how to reach the MT immediately and where the MT is located at all times
        - Have a clear plan in place for emergency response

Key Reminder

Even during independent teaching, the mentor teacher remains responsible for supervision and student safety and must stay actively engaged.

University Supervisor Role

The University Supervisor (US) serves as a liaison between the school site and the university, providing support and guidance to both ST and MT. The US performs a critical role in facilitating communication and in providing feedback, assistance, and evaluation for the ST. Some general expectations include:

- Be accessible to the ST and MT through regular visitations, phone, and email.
- Encourage open communication within the team and a collaborative approach to supporting the ST.
- Provide guidance on policies and procedures for student teaching and check to ensure that they are followed.
- Confer with the Student Teaching Coordinator as soon as any problems arise.

- Conduct at least four formal observations (two for each placement) using the **Observation Report**, followed by a conference and written report for each observation.
- Keep the Student Teaching Coordinator informed of any problems with or changes that might negatively affect the progress of the ST.
- Regularly check in with ST to ensure timely completion of documents needed for final portfolio **(progress reports, lesson plans, video self-assessments, e-portfolio, etc).**
- Complete the **Teacher Performance Assessment (TPA)** at the end of each placement.
- Complete all assessments found in the Watermark website (access link is in Canvas under “assignments”).

MENTOR TEACHER INSTRUCTIONS FOR PAYMENT
School of Music

To ensure efficient compensation for your services, these procedures must be followed for the processing of honorariums. Please note that payment may take up to six weeks to be processed after your paperwork is submitted to your mentor teacher coordinator. Forms **must** be turned in no later than 30 days after the last day of the internship.

Required Payment Forms:

- Mentor Teacher Pay Form
- VA Substitute W-9 Form; please visit this page for full information: https://fiscal.gmu.edu/purchasing/do-business-with-mason/
    - For the 'Mason Contact' section of the upload, please enter Crystal Broomall, cbroomal@gmu.edu.
    - **Please do not submit any W-9 information to your mentor teacher coordinator.**

MENTOR TEACHER
PAY FORM

Please complete this form and return to the mentor teacher coordinator no later than **30 days** after the completion of your work with our candidate. **Please note that payment may take up to six weeks to process after the mentor teacher coordinator receives this paperwork.** Note, mentor teachers who are established with Mason will be issued a check with the name that is in Mason's system.

TEACHER'S NAME: _____

LAST 4 DIGITS OF SSN: _____

RACE/ETHNICITY INFORMATION* (Please check only one category):

American Indian or Alaska Native		Native Hawaiian or Other Pacific Islander		Two or more races	
Asian		Hispanic or Latino		Race/ethnicity Unknown	
Black or African American		White		Do Not Choose to Respond	

*THIS INFORMATION IS COLLECTED FOR Council for the Accreditation of Educator Preparation (CAEP) RECORDING PURPOSES ONLY.

EMAIL ADDRESS: _____

HOME ADDRESS: _____
(must be the same as what is submitted on W-9)

_____

HOME PHONE: _____

SCHOOL NAME: _____

GRADE LEVEL/SUBJECT TAUGHT: _____

NAME OF CANDIDATE SUPERVISED: _____

SEMESTER AND YEAR: _____

HONORARIUM FOR MENTOR TEACHERS: 5-6 wks $100 _____

7-8 wks $125 _____

15-16wks $250 _____

I choose NOT to be compensated _____

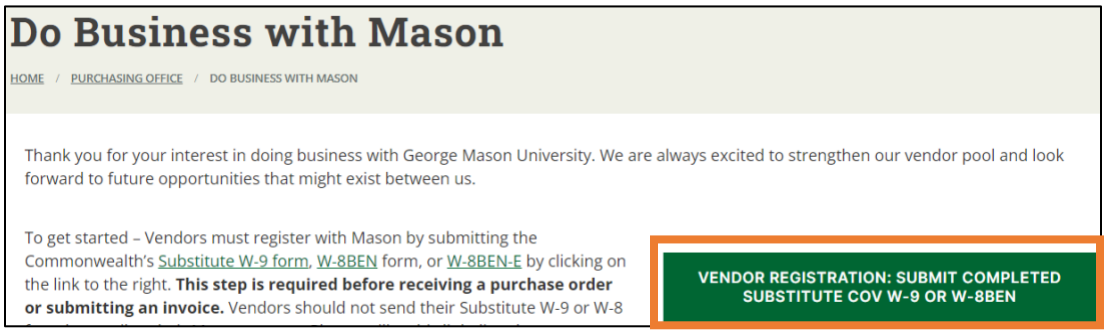
***I attest that the information I have provided on this form is accurate*:_____(please sign)**

Vendor Registration

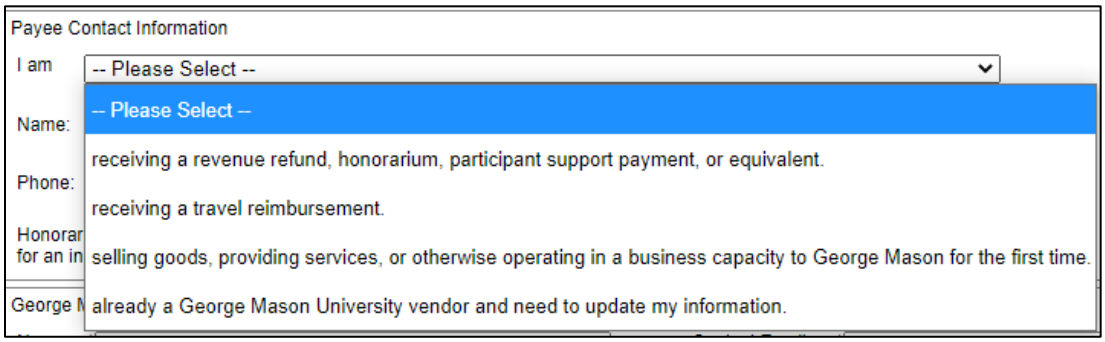
All vendors or individuals who intend to receive payment from George Mason University must obtain a vendor specific identifier called a "G number." Existing vendors, who are already registered with Mason and have a G number, must submit a new W-9/W-8 in order to update their address or other contact information. **Please be sure to sign the document with either a handwritten signature, DocuSign, or a certified electronic PDF signature. The Commonwealth does not accept "typed in" or other non-verifiable signatures**. Please contact the Vendor Maintenance team at papadim@gmu.edu for questions about completing vendor registration.

Step-by-Step

1. Complete and sign the appropriate tax form. Create a PDF or JPG version of the form to upload with your Vendor Registration.
    a. Substitute COV W-9 (Federal W-9 is not accepted) for US based individuals/entities. Only individuals should use their personal SSN. Entities should use the business tax ID (EIN/TIN). The Business Name must match exactly. For LLCs, you must select the sub-designation (S-corp, C-corp, Partnership, or Corporation).
    b. W-8BEN for foreign individuals or W-8BEN-E for foreign entities
2. Go to https://fiscal.gmu.edu/purchasing/do-business-with-mason/ and select "*Vendor Registration: Submit Completed Substitute COV W-9 or W-8BEN*"

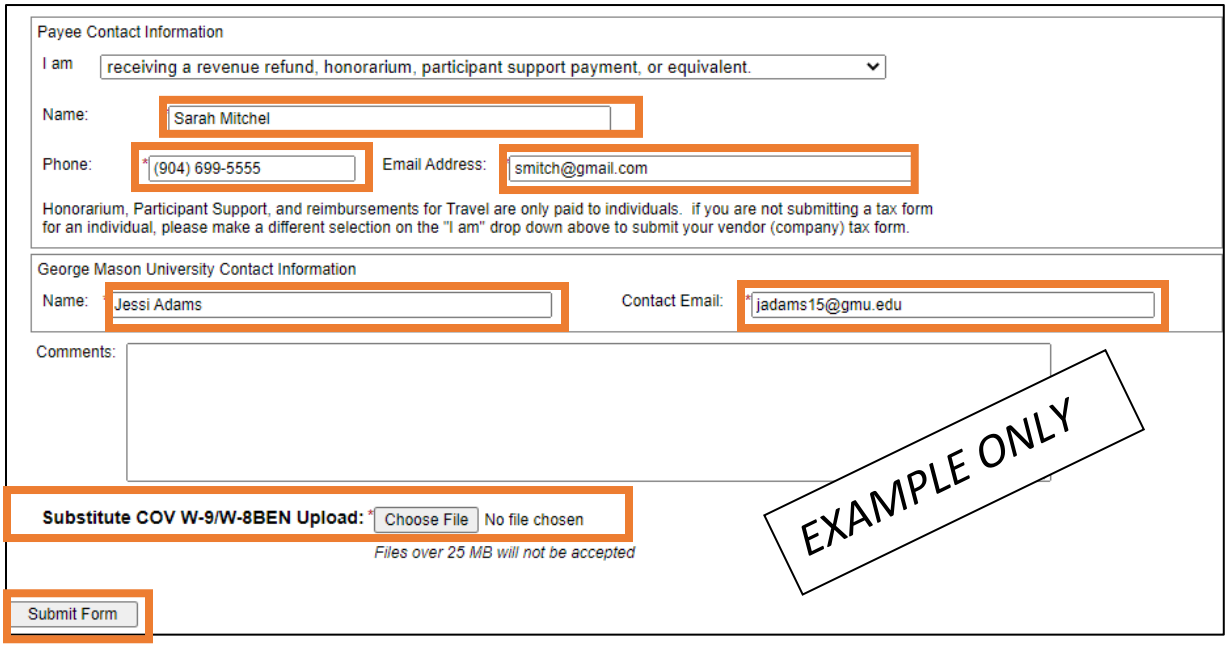


3. Under the "*I am*" drop down select your status or reason for receiving payment.

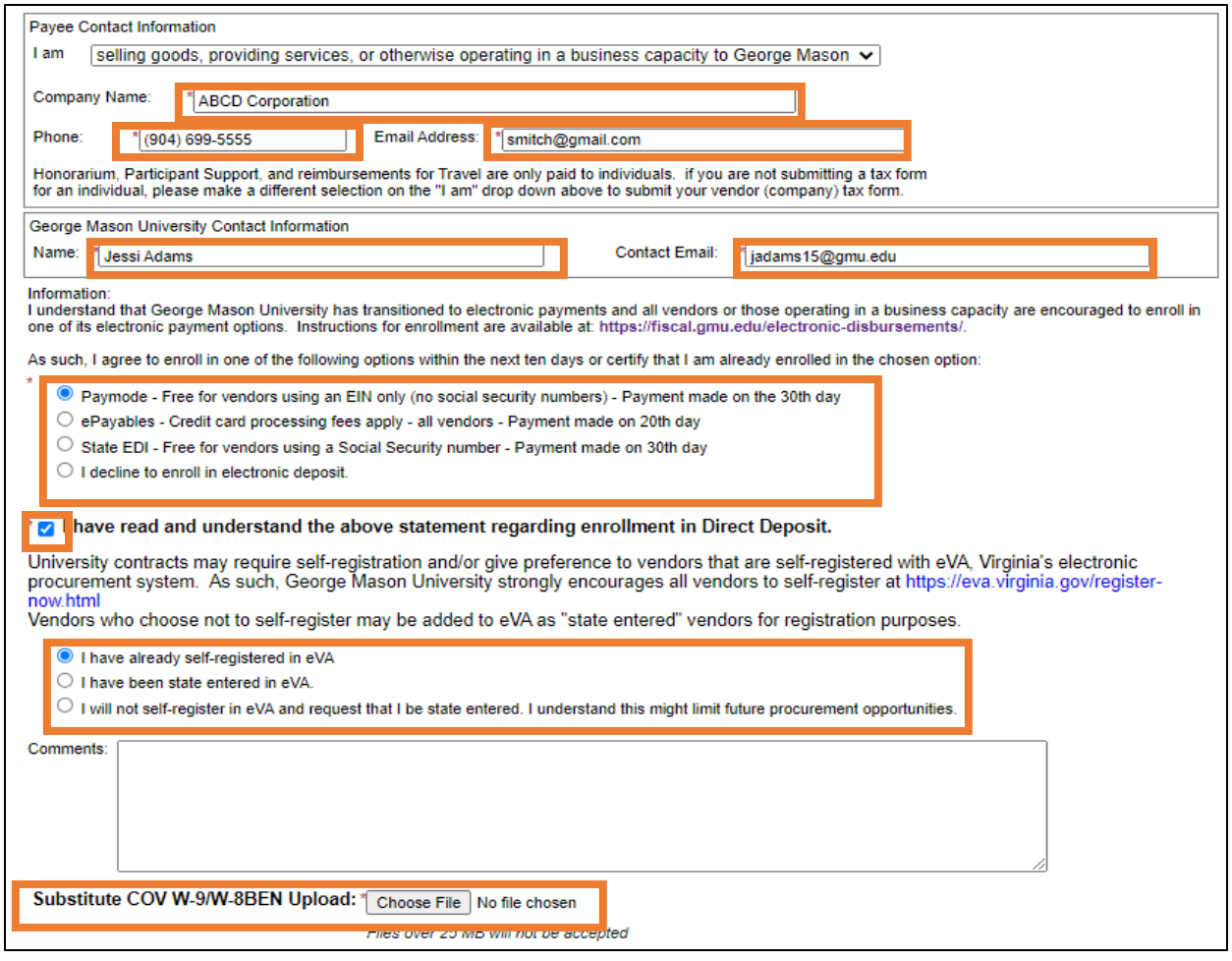


- **For individuals** "receiving a revenue refund, honorarium, participant support payment, or equivalent – OR – receiving a travel reimbursement" enter the remaining **Payee Contact Information**, **George Mason University Contact Information**, **upload your tax document** (W-9/W-8BEN) and then click **SUBMIT FORM**. **Note – failure to enter the correct George Mason University Contact may delay your payment**

Vendor Registration



- **For entities** "selling goods, providing services, or otherwise operating in a business capacity" – OR – "already a vendor and need to update my information" enter the remaining **Payee Contact Information**, **George Mason University Contact Information,** and then answer the **Electronic Payment Option**, **Certification Statement**, and **eVA Status** questions. U**pload your tax document** (Substitute COV W-9/W-8BEN) and then click **SUBMIT FORM**. **Note – failure to enter the correct George Mason University Contact may delay your payment**



REVA AND SID DEWBERRY FAMILY School of Music
GEORGE MASON UNIVERSITY
4400 University Drive, MS 3E3, Fairfax, Virginia 22030
Phone: 703-993-1380; Fax: 703-993-1394; Web: http://music.gmu.edu

e-Portfolio Guidelines

The e-Portfolio is a collection of materials and reflections, which provide a record of the ST's experiences for documenting growth and can also be used as a tool when searching for employment. The e-Portfolio synthesizes learning from the ST's coursework and school-based experiences by providing exemplars gathered throughout the course of the internship.

The e-Portfolio is a requirement for the successful completion of student teaching but is only one of several factors considered in determining the final grade. A presentation and review of the portfolio will take place at the conclusion of the semester. The presentation and assessment of the portfolio is considered an important part of the overall evaluation of the internship.

The following guidelines will be helpful to student teachers preparing the portfolio:

- The e-Portfolio is an evolving document and should be in a continual state of development.
- The e-Portfolio should be comprised of pieces that the student teacher has selected because they are significant examples of growth and teaching excellence. The US and MT should guide the entries.
- The appearance of the e-Portfolio should not overshadow its contents; however, potential employers will notice that an organized appearance demonstrates careful thought and preparation.

e-Portfolio Format

The e-Portfolio will be created in an electronic format using a web-based design with interactive links. The ST can choose the platform for their e-Portfolio so long as the website is not published (or made available to the public) until the assessed and approved by the US using the **e-Portfolio Assessment**. Remember, once your website is published, it is available for all to view. Publishing a website before it has been approved may create unintended consequences if the materials chosen for the site do not portray the ST as a professional. Nevertheless, a few examples of free website platforms that can be used to create the e-Portfolio include:

http://www.weebly.com/
http://www.wix.com/
https://wordpress.org/

One final thought to consider, many people access the internet through their smartphones. Check to see if the platform you choose displays well on mobile devices prior to and during developing your content.

e-Portfolio Content

Once you have decided upon your platform, you may begin uploading content onto your pages. You need the following categories, and they may be arranged in any way you like, but should be intuitive and easy to navigate. We suggest using tabs or a menu function that have clear labels.

Home Page

- Table of Contents or Tabs linked to each section
- Head shot and/or teaching photos
- A short bio statement
- Link to a pdf copy of the Resume that can be downloaded/printed
- Contact info or a "contact me" form

Philosophy of Teaching

- Short, 1 or 2 paragraphs
- Avoid “I think/I believe” statements
- Think broadly about teaching music avoiding language that only covers one area (e.g., band, choir, or orchestra).

Planning and Instruction Artifacts

- Reflection statement explaining how ST tied knowledge from 400-level methods coursework into creating lesson plans selected for this page (i.e. demonstrate that you learned something in your methods classes–>make the connection to how that informs your lesson plan design).
- Sample Lesson Plans, one elementary, one secondary:
    - link to .docx or .pdf or tab/menu item that includes your very best lesson plan that has clear objectives, assessments, appropriately sequenced procedures, and accommodations if applicable.
- Additional .pdf or .jpg files of instructional materials or music developed by the ST (arrangements of music, pictures of materials you made like rhythm charts etc.)
- Photographs or short video excerpts (no more than 2 minutes in length) of classroom activities that focuses on the ST teaching (does not focus on the children)

Examples of other artifacts you may want to include somewhere

- Programs from performances you conducted or performed as a soloist
- Audio recordings of students in rehearsal
- Awards you've received as a musician or while teaching
- Videos or audio of performances (your senior recital, solos, other gigs)

REVA AND SID DEWBERRY FAMILY School of Music
GEORGE MASON UNIVERSITY

Music Education
4400 University Drive, MS 3E3
Fairfax, VA 22030-4444

e-Portfolio Assessment

ST NAME: _____

US NAME: _____

INSTRUCTIONS: The US should score the entire website using the following scale:

4: ePortfolio/website is clear, well formatted, easy to navigate, and includes all necessary information with no errors. All links work, and includes examples of musical work as well as teaching work.
3. ePortfolio/website is well formatted, easy to navigate, and includes most or all of the necessary information with only minor errors.
2. ePortfolio/website has missing information, links may be broken, and may be difficult to navigate.
1. ePortfolio/website has significant information missing, does not give a clear picture of the intern or their work
0. ePortfolio/website was not created or submitted.

enter link URL in the box below:

Please use the following checklist to complete or evaluate the ePortfolio:

- ☐ **Name and Contact Information**
- ☐ **Picture of Intern**
- ☐ **Short Bio**
- ☐ **Teaching Statement**
- ☐ **Example Lesson Plan for Elementary**
- ☐ **Example Lesson Plan for Secondary**
- ☐ **Resume**
- ☐ **Other Musical or Professional Information**

University Supervisor Signature

0
score

Date

REVA AND SID DEWBERRY FAMILY School of Music
GEORGE MASON UNIVERSITY

Lesson Plan Template

Lesson Title (something that will help you remember)	Grade(s)
Goals (big picture concepts, linked to standards)	
Learning Objectives ("students will be able to"--what can be assessed?)	

Primary Music Engagements and Experiences		Primary Music Concepts	
☐sing (performing)	☐move (responding)	☐beat/pulse	☐pitch
☐play (performing)	☐listen (responding)	☐rhythm	☐melody
☐compose/arrange (creating)	☐analyze/evaluate (responding)	☐meter	☐harmony
☐improvise (creating)	☐connect to history/culture/politics (connecting)	☐tempo	☐dynamics
☐_____	☐_____	☐_____	☐texture
		☐_____	☐timbre

Procedures to Support Learning (each lesson segments should **E**ngage/focus, **P**resent, **A**pply, **C**onclude.)

Assessment Techniques		Materials/Room Set Up
☐performance task	☐journal	
☐recording	☐portfolio	
☐self/peer assessment	☐essay/report	
☐test/quiz	☐_____	

Student Accommodations/Differentiation

Reflections on and Extensions of Lesson

REVA AND SID DEWBERRY FAMILY School of Music
GEORGE MASON UNIVERSITY

Music Education
4400 University Drive, MS 3E3
Fairfax, VA 22030-4444

Log of Hours

ST NAME: **PAGE # _____ OF _____**

INSTRUCTIONS. Type name in space above and print multiple copies of this form. Using pencil, enter the date and number of hours at the end of each day as follows:

1. **Logging Hours** occurs for the amount of time involved in supervised classroom experience. Time is entered using a standard clock hour format HH:MM. Report the time totals for each column at bottom of this sheet.
2. **Direct teaching** is divided into two captions that are defined as follows:
   - **Co-teaching** –also known as team teaching; the ST logs the number of teaching hours in this column when instruction is the result of shared responsibility for planning, instruction, assessment, and supervision.
   - **Independent teaching** – the ST logs the number of teaching hours in this column when the instruction is the result of the ST assuming full control for all aspects of teaching.
3. **Other Activities** include any supervised activity other than actual teaching which may include: planning, organizing materials, observation, faculty meetings, professional development activities, conferences, school trips, and performances.

Date	DIRECT TEACHING: Co-Teaching	DIRECT TEACHING: Independent Teaching	Other Activities	Description
A. TOTAL # hours only				The Virginia Department of Education (VDOE) requires the ST to be in the classroom full time for a minimum of 300 clock hours, with at least half of that time (150 hours) spent providing direct instruction.
B. TOTAL # minutes				The University Supervisor will enter the totals from Row D onto the Summary of Hours.
C. Divide row B ÷ 60				
D. Sum Rows A + C				**DOWNLOADABLE TIME CALCULATOR**

My signature indicates the number of hours logged on this form is accurate and that any misrepresentation or falsification is considered an honor code violation and will result in punitive action which may include receiving a failing grade for the internship.

_____ _____ / _____ / _____

SIGNATURE OF STUDENT TEACHER MO. DAY YEAR

MUSIC STUDENT TEACHER OBSERVATION REPORT

GEORGE MASON UNIVERSITY

Name of Student Teacher:

Date of Observation: **Time of Observation:**

School:

Mentor Teacher:

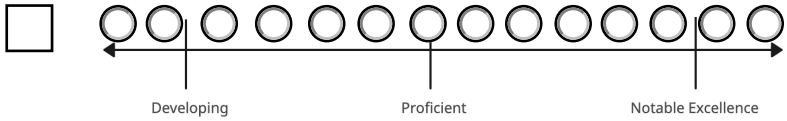
University Supervisor:

Class Observed: **Grade Level:**

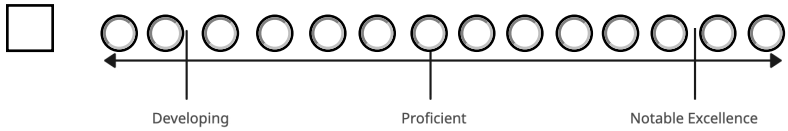
INSTRUCTIONS: Mark and evaluate any InTASC standards you observe in the lesson. Link to or cite evidence from observation notes or from lesson plan. Student teacher is NOT required to demonstrate every standard in every lesson.

Optional notes or evidence for each standard

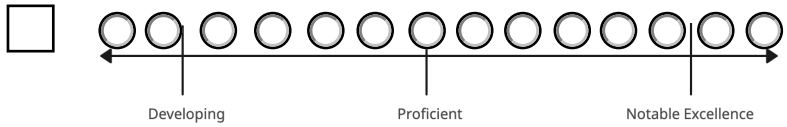
InTASC 1: Lesson was developmentally appropriate for the age of the learners.



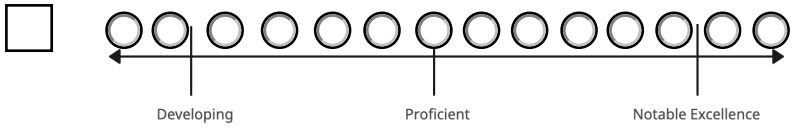
InTASC 1: Intern used varied instruction strategies.



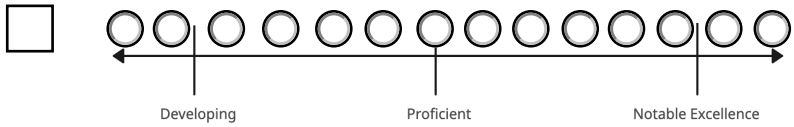
InTASC 2: Intern demonstrates positive rapport with students.



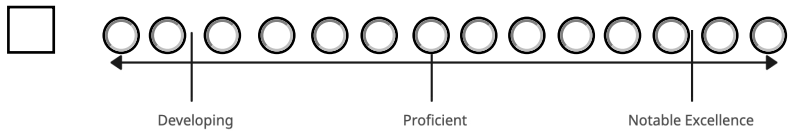
InTASC 2: Intern demonstrates knowledge of students' prior learning.



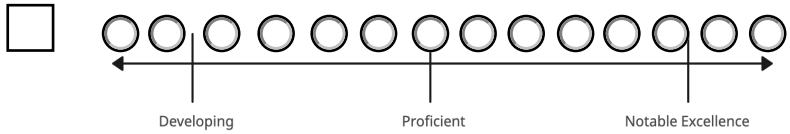
InTASC 3: Lesson plan or lesson execution has procedures that support good pacing.



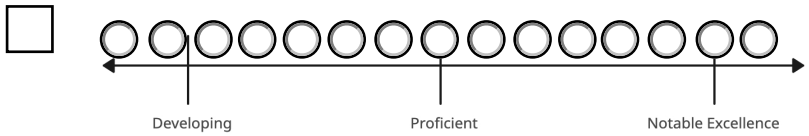
InTASC 4: Intern demonstrates adequate knowledge of content and application.



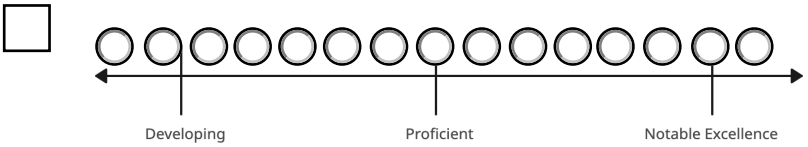
InTASC 5: Intern encourages independent, creative, or critical thinking.



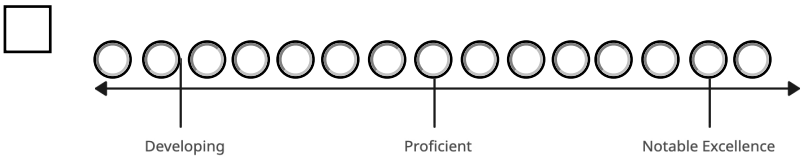
InTASC 6: Lesson includes appropriate assessment strategies



InTASC 7: Lesson demonstrates appropriate scaffolding or differentiation.



InTASC 8: Students are encouraged to take ownership of learning through appropriate challenges.



OBSERVATION NOTES

h

REVA AND SID DEWBERRY FAMILY School of Music
GEORGE MASON UNIVERSITY

Music Education
4400 University Drive, MS 3E3
Fairfax, VA 22030-4444

Progress Report

Student Teacher: Meli

Mentor Teacher: _____

Period (dates) from: _____ / _____ **to** _____ / _____ / _____
MO DAY MO DAY YEAR

INSTRUCTIONS: This form must be typed. The ST completes #1, saves and forwards to the MT. The MT completes #2 and #3. The MT will print the form, discuss with ST, and sign. The ST will sign the form, make a copy and forward to the US on/or before the deadline.

1. (ST) Briefly describe your teaching successes and difficulties for this period.

2. (MT) Describe the ST's performance for this period in terms of strengths and areas that need improvement.

3. (MT) Recommendations and/or instructions for the next two weeks.

_____ _____ / _____ / _____
SIGNATURE OF MT MO DAY YEAR

_____ _____ / _____ / _____
SIGNATURE OF ST MO DAY YEAR

REVA AND SID DEWBERRY FAMILY School of Music
GEORGE MASON UNIVERSITY

Music Education
4400 University Drive, MS 3E3
Fairfax, VA 22030-4444

Summary of Hours

Student Teacher: _____ ☐ **Spring** ☐ **Fall** **Year:** _____

License: Music preK-12 **Endorsement Area:** ☐ **Instrumental** ☐ **Vocal/Choral**

Placement 1

MENTOR TEACHER _____ SCHOOL-SITE _____

GRADES TAUGHT BY ST _____ SUBJECTS TAUGHT BY ST _____

Placement 2

MENTOR TEACHER _____ SCHOOL-SITE _____

GRADES TAUGHT BY ST _____ SUBJECTS TAUGHT BY ST _____

HOUR TOTALS FROM LOG OF HOURS SHEETS

INSTRUCTIONS: Enter the time totals (HH:MM) from each page of the ST's Log of Hours in the space provided. The totals will be automatically calculated. Contact the Director of Music Education prior to issuing a final grade if the TOTALS for DIRECT TEACHING is less than 150 hours and/or the GRAND TOTAL is less than 300 hours.

	DIRECT TEACHING		
	Co-Teaching	**Independent Teaching**	**Other Activities**
Page 1			
Page 2			
Page 3			
Page 4			
Page 5			
Page 6			
Page 7			
SUBTOTALS	0:00	0:00	0:00

TOTALS	
DIRECT TEACHING	0:00
OTHER ACTIVITIES	0:00
GRAND TOTAL	0:00

Grade Summary:
3.0 to 4.0 A
2.5 to 2.99 B
2.0 to 2.49 C

anything below 2.0 = incomplete

FINAL GRADE CALCULATION

INSTRUCTIONS: Enter scores from all summative assessments in the space provided then convert the average into a letter grade and enter the grade in the space provided. Contact the Director of Music Education before entering an IN.

MT-TPA 1	US-TPA 1	MT-TPA 2	US-TPA 2	e-Portfolio	AVERAGE
					0
				FINAL LETTER GRADE:	

_____ SIGNATURE OF US

_____ MO DAY YEAR

REVA AND SID DEWBERRY FAMILY School of Music
GEORGE MASON UNIVERSITY

term/year

Teacher Performance Assessment

Student Teacher

Mentor Teacher

University Supervisor

School

Subjects Taught

Instructions: The standards-based criteria listed on this form is organized into three broad categories based on guidelines for teacher evaluation in the Commonwealth of Virginia. The scores chosen for each item should reflect the entire placement, not a single observation. The following scale will be used:

- 4- Student teacher demonstrates the standard **always or almost always**
- 3- Student teacher demonstrates the standard **consistently**
- 2- Student teacher **sometimes** demonstrates the standard
- 1- Student teacher **seldom** demonstrates the standard
- 0- Student teacher **never** demonstrates the standard
- NA- Standard does not apply to this placement or mentor/supervisor was unable to provide examples of evidence

any score of 1 or 0 should be explained in the comment box at the end.

CATEGORY 1: Professional Knowledge, Planning, Knowledge of Learners

1.	Intern demonstrates appropriate content knowledge for age of learners	Choose
2.	Intern lesson plans are clear in sequence, detailed, and appropriately scaffolded	Choose
3.	Lesson plan objectives are singular and measurable and linked to appropriate assessments	Choose
4.	Lesson plan procedures include a variety of activities for differing student needs	
5.	Content of lessons show cultural awareness and respect for various student backgrounds	Choose

CATEGORY 2: Learning Environment and Instructional Delivery

6.	Intern gives clear directions and incorporates appropriate transitions	Choose
7.	Maintains instructional momentum and pacing	Choose
8.	Addresses disruptions and behaviors appropriately	Choose
9.	Circulates around room and/or makes eye contact when appropriate	Choose
10.	Uses informal and formal assessments aligned with learning objectives	Choose
11.	Adjusts instruction when necessary to address student learning needs	Choose

(Category 2 continued)

12.	Provides guided and/or independent practice of student skills	Choose
13.	Varies questions to encourage higher-order thinking	Choose
14.	Manages overall instructional time efficiently	Choose
15.	Modeling and error detection show high level musical skills	Choose
16.	Conducting skills demonstrate appropriate fundamentals	Choose

CATEGORY 3: Communication, Professionalism, and Continuous Learning

17.	All materials are submitted in a timely manner, before or on deadlines	Choose
18.	Intern implements feedback from mentor and supervisor	Choose
19.	Intern is able to reflect thoughtfully on lesson planning and delivery	Choose
20.	Communication is timely and professional	Choose
21.	Intern is trustworthy, dependable, and demonstrates a positive attitude	Choose

Grading Scale
3.5 - 4 = Highly Accomplished
2.5 - 3.49 = Meets Standard
2 - 2.49 = Developing

GRADE

Sum Total 0

To calculate grade, divide sum total by number of items graded.

Comments on successes and growth:

Comments on areas to improve:

University Supervisor **Mentor Teacher** **Student Teacher**

REVA AND SID DEWBERRY FAMILY School of Music
GEORGE MASON UNIVERSITY

Video Observation Report

Student Teacher_____

Placement 1___ 2___ Date Submitted_____

Directions: Select a video 10-20 minutes in length to observe and reflect. Fill out the required information below, include a link to the video. Link should be to **your secure university account OneDrive** ***not YouTube or GoogleDrive*** *due to security purposes and minor student privacy laws.* Save document as a .doc, .docx., or .pdf and submit to your university supervisor on the due date. Two forms are required in a single semester, one report for each placement.

Part 1: Rubric Grade of Instructional Delivery (Check one for each) Total score /12

	Excellent (4)	**Routine (3)**	**Developing (1-2)**	**Unsatisfactory (0-1)**
Engagement	All groups of students are engaged for the entire lesson with no major pauses or disruptions.	All groups or a majority of students are engaged for a majority of the lesson, no major pauses or disruptions.	Not all student groups are engaged for the majority of the lesson. Disruptions may cause issues with pacing and flow of delivery.	Students are not actively engaged in learning Disruptions create major barriers to instructional delivery
Strategy	A variety of appropriate instructional strategies are used to meet the objective.	At least two instructional strategies are used to meet the objective.	Only one instructional strategy is used to meet the objective.	Instructional strategy is not clear, or inappropriate for meeting the objective.
Pacing	Flow and pacing of lesson are weighted heavily toward student *doing* rather than teacher *talking*. Explanations are short, concise, and always relevant to student objectives	Flow and pacing of the lesson are weighted toward student *doing* rather than teacher *talking*, but explanations are concise and relevant	Flow and pacing are unstable, teacher explaining more than is needed: half time or less student *doing.* Teacher may explain things not relevant to student objectives	Flow and pacing of lesson are continuously disrupted due to over explaining, student behavior, or poor understanding due to unclear directions/modeling.

Reflection:

1. **What parts of this lesson went well? What factors contributed to that success?**

2. **What parts of this lesson did not go well? What could you adjust and redo if you had the opportunity?**

Include link to video in this box: