


Application Deadline: 2nd Tuesday in March for the following academic year (Fall and Spring)

	<p style="text-align: center;">Secondary Education Department / Program Recommendation for Admission to Student Teaching</p>
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<p>Recommendation for:</p> <hr/> <p>Student's Name</p>
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Department/Licensure Area _____

Students

- Write your name within the “Recommendation for:” text box above. Identify your “Department/Licensure Area”. (Biology, Chemistry, Communication Arts & Literature, Mathematics, Music, Social Studies, and Educational Media)
- Ask your department chair, licensure coordinator, or academic advisor within your academic major to complete this and the attached form and forward them to the Education department.
- Students should complete the attached form indicating:
 1. Grade-summary showing your earned grades for required courses
 2. EDU dispositions - please review these and self-evaluate your dispositions
 3. Licensure standards associated with your field of study - please review these and self-evaluate your attainment of these standards

Faculty (Department Chair, Licensure Coordinator, or Academic Advisor)

- Faculty making recommendations should review the student's grades in their major, the EDU dispositions, and the content area licensure standards in the process of making their recommendation. A check box in front of each EDU disposition and licensure standard is provided. Please feel free to utilize these boxes to indicate a student's dispositions or attainment of the standards.

Utilizing the resources provided (course grades, EDU dispositions, and licensure standards) and your experiences with this student's ability and performance in your department / program, do you recommend that she/he be permitted to student teach at the middle/secondary level in your academic/licensure area?

- Yes
- Yes, but with reservations
- No

Please provide narrative information supporting the recommendation identified above.
(Use back if necessary)

Signature _____ Date _____
Department Chair/Licensure Coordinator/Academic Advisor

(Please forward to the Education Department. Thank you!)

Voice/Instrumental Music

Education Department

Student Faculty

Vocal/Instrumental Music	
Course	Grade
MUS 1101	
MUS 1102	
MUS 1302	
MUS 2101	
MUS 2102	
MUS 1421	
MUS 2411	
MUS 2412	
MUS 2413	
MUS 2251	
MUS 2298	
MUS 3309	
MUS 3310	
MUS 3311	
MUS 3312	
MUS 3298	
MUS 3251	
MUS 3252	
MUS 3253	
MUS 3254	
FRN	
GRM	
MUS	

- Disposition One:** The teacher is disposed toward being a lifelong learner who has a passion for subject matter.
- Disposition Two:** The teacher is disposed to healthy and helping relationships with children/youth.
- Disposition Three:** The teacher is disposed toward opportunities to grow in understanding and appreciation of human diversity.
- Disposition Four:** The teacher is disposed toward creativity, problem solving, and/or divergent thinking.
- Disposition Five:** The teacher is disposed toward promoting positive social interaction.
- Disposition Six:** The teacher is disposed toward effective communication.
- Disposition Seven:** The teacher is disposed toward planning, organizing, and goal setting.
- Disposition Eight:** The teacher is disposed toward recognizing and promoting growth in others.
- Disposition Nine:** The teacher is disposed to reflection and self-development.
- Disposition Ten:** The teacher is disposed toward integrity and collaboration for student/child advocacy.

- | Student | Faculty | A teacher of Instrumental Music Must: |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | A. Identify and analyze representative musical forms, styles, performance contexts, performance media, and composers and compositions of western music, and describe the musical traditions, context, and characteristics of diverse and representative world cultures. |
| <input type="checkbox"/> | <input type="checkbox"/> | B. Demonstrate a basic knowledge of vocal development and production and instrumental techniques and acoustics. |
| <input type="checkbox"/> | <input type="checkbox"/> | C. Perform simple keyboard accompaniments and play parts from a musical score. |
| <input type="checkbox"/> | <input type="checkbox"/> | D. Demonstrate basic skills and techniques for playing typical classroom instruments including recorder or fretting instruments. |
| <input type="checkbox"/> | <input type="checkbox"/> | E. Demonstrate competence in improving, composing, and arranging music examples for diverse developmental and ability grouping presented by students. |
| <input type="checkbox"/> | <input type="checkbox"/> | F. Demonstrate physical response to music through movement or dance. |
| <input type="checkbox"/> | <input type="checkbox"/> | G. Identify and reproduce intervals, scales, and chord structures. |

Voice/Instrumental Music

Education Department

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Student	Faculty	A teacher of Instrumental Music Must:
<input type="checkbox"/>	<input type="checkbox"/>	H. Demonstrate the understandings and skills necessary to choose appropriate current technology and integrate its use into instruction for music classroom and ensemble settings in kindergarten through grade 12.
<input type="checkbox"/>	<input type="checkbox"/>	I. Demonstrate basic knowledge of the interrelationship of music with other art forms and disciplines.
<input type="checkbox"/>	<input type="checkbox"/>	J. Demonstrate advanced solo and ensemble performance on at least one instrument of the keyboard, percussion, string, or wind families and demonstrate musical accuracy and expressiveness using music examples from diverse styles and time periods.
<input type="checkbox"/>	<input type="checkbox"/>	K. Interpret scores designed for instrumental ensembles and understand bowing, fingering, or articulation specific to percussion, string, and wind instruments.
<input type="checkbox"/>	<input type="checkbox"/>	L. Interpret combined vocal and instrumental scores and understand vocal requirements necessary for interpreting and producing music from scores.
<input type="checkbox"/>	<input type="checkbox"/>	M. Know Instrumental materials and solo and ensemble repertoire, representing diverse periods and cultures, and beginning, intermediate, and advanced levels.
<input type="checkbox"/>	<input type="checkbox"/>	N. Demonstrate understandings and skills or performance pedagogy for percussion, string, and wind instruments.
<input type="checkbox"/>	<input type="checkbox"/>	O. Rehearse and conduct small and large instrumental ensembles.
<input type="checkbox"/>	<input type="checkbox"/>	P. Improvise by means of a keyboards, percussion, string, or wind instrument.
<input type="checkbox"/>	<input type="checkbox"/>	Q. Understand the fundamentals of the construction, operations, and repair of percussion, string, and wind instruments.
<input type="checkbox"/>	<input type="checkbox"/>	R. Demonstrate an understanding of the teaching of music that integrates understanding of pedagogy, students, learning, classroom management, and professional development.

Student	Faculty	A teacher of Vocal Music must:
<input type="checkbox"/>	<input type="checkbox"/>	A. Demonstrate advanced vocal ensemble performance and advanced solo or performance with the voice, keyboard, or guitar and demonstrate accuracy and expressiveness using music examples from diverse styles and time periods.
<input type="checkbox"/>	<input type="checkbox"/>	B. Demonstrate ability to accompany a vocal ensemble on a keyboard instrument.
<input type="checkbox"/>	<input type="checkbox"/>	C. Interpret choral music scores with an understanding or range, tessitura, phrasing, diction, and articulation.
<input type="checkbox"/>	<input type="checkbox"/>	D. Interpret vocal and instrumental scores and understand percussion, string, or wind instrument requirements necessary for interpreting and producing music from scores.
<input type="checkbox"/>	<input type="checkbox"/>	E. Know vocal and choral instructional materials and solo and ensemble repertoire, representing diverse periods and cultures, and beginning, intermediate, and advanced levels from kindergarten through grade 12.
<input type="checkbox"/>	<input type="checkbox"/>	F. Demonstrate understandings and skills of vocal performance pedagogy and vocal health, including the child voice and the changing voice.
<input type="checkbox"/>	<input type="checkbox"/>	G. Rehearse and conduct small and large vocal and choral performance ensembles.

Voice/Instrumental Music

Education Department

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Student	Faculty	A teacher of Vocal Music Must:
<input type="checkbox"/>	<input type="checkbox"/>	H. Improvise using keyboard or voice
<input type="checkbox"/>	<input type="checkbox"/>	I. Identify and analyze representative musical forms, styles, performance contexts, performance media, and composers and compositions of western music, and describe the musical traditions, context, and characteristics of diverse and representative world cultures.
<input type="checkbox"/>	<input type="checkbox"/>	J. Perform simple keyboard accompaniments and play parts from a musical score.
<input type="checkbox"/>	<input type="checkbox"/>	K. Demonstrate basic skills and techniques for playing typical classroom instruments including recorder or fretting instruments.
<input type="checkbox"/>	<input type="checkbox"/>	L. Demonstrate competence in improving, composing, and arranging music examples for diverse developmental and ability grouping presented by students.
<input type="checkbox"/>	<input type="checkbox"/>	M. Demonstrate physical response to music through movement or dance.
<input type="checkbox"/>	<input type="checkbox"/>	N. Identify and reproduce intervals, scales, and chord structures.
<input type="checkbox"/>	<input type="checkbox"/>	O. Demonstrate the understandings and skills necessary to choose appropriate current technology and integrate its use into instruction for music classroom and ensemble settings in kindergarten through grade 12.
<input type="checkbox"/>	<input type="checkbox"/>	P. Demonstrate basic knowledge of the interrelationship of music with other art forms and disciplines.
<input type="checkbox"/>	<input type="checkbox"/>	Q. Demonstrate an understanding of the teaching of music that integrates understanding of pedagogy, students, learning, classroom management, and professional development.
<input type="checkbox"/>	<input type="checkbox"/>	R. Demonstrate a basic knowledge of vocal development and production and instrumental techniques and acoustics.