

# Music Mentors of Iowa

## Connecting Professionals

Iowa  
Choral  
Directors  
Association

Iowa  
Bandmasters  
Association



Iowa  
Music  
Educators  
Association

Iowa  
String  
Teachers  
Association

*The Beginning Teacher Guide*

# Connecting Professionals: The Beginning Teaching Guide

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P. 1

## The Mission:

*Music Mentors of Iowa is dedicated to providing trained mentors in all areas of music education. We work to develop positive, professional relationships among new teachers, experienced teachers, administrators, and teacher education programs.*

## Goals:

- Retain promising beginning music teachers
- Improve teaching performance and student achievement
- Transmit the culture of the teaching and music professions
- Support continuous professional growth for both mentors and beginning teachers
- Promote the personal and professional well-being of beginning music teachers
- Build a collaborative environment between ICDA, IMEA, ISTA, and IBA

## Benefits:

- Beginning teachers feel assisted and successful
- Mentors grow professionally through reexamining their own practices and beliefs
- Administrators find support from mentors who are specialists in the music field
- Students have a beginning music teacher with improving confidence and expertise
- Parents are assured that skills essential to student learning are developed

# Suggestions for New Professionals

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## • I. Learn as much as you can

- Ask a lot of questions, and don't apologize for them--they are a sign of growth
- Share your ideas, concerns and problems with a colleague or mentor
- Seek assistance from your mentors, colleagues, and administrators
- Do not feel inadequate or embarrassed when asking for information
- Take risks--we learn the most from "unanticipated outcomes"
- Assume very little--ask for clarification, and when in doubt, check it out

## • II. Expect the first year to be a lot of work

- Teaching has a very steep learning curve
- The first year is always the hardest
- Music has its own peculiar nuances in education
- All teachers and administrators went through that tough first year
- Teaching is an art, and like music, you must learn the fundamentals first--the finer details will fall into place later
- Be flexible and willing to adapt to situations

## • III. Take it one step at a time

- Even experienced teachers feel like the work is never done
- Students will remember more if you give them information a small piece at a time rather than jumping around with lots of information
- No teaching is as bad (or as good) as you thought it was
- It takes years, not weeks, to build a successful program

## • IV. Take time for yourself

- Protect your great attitude and preserve your enthusiasm
- Keep your sense of humor
- Enjoy your students and your colleagues
- CELEBRATE success--give yourself a pat on the back when it goes well

# Effectiveness During Week One

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*What you do during the first days of school is critical in determining your success or failure for the rest of the school year.*

*You will either win or lose your class during the first days of school.*

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## Four Characteristics of an Effective Teacher

An effective teacher:

1. has positive expectations for student success.
2. is a good classroom manager.
3. uses effective classroom procedures.
4. designs lessons for student mastery.

As you think about the first days of school, focus your planning on not only your survival and honing your skills as an effective teacher, but also your students' success.

Plan strategies that will be in place on the first day for:

- Preparing your classroom for instruction.
- Establishing rapport and respect with your students.
- Practicing discipline with students.
- Procedures and routines that will make the classroom run smoothly.
- Communicating with parents, teachers, and administrators.

### 1. Positive expectations for student success

The time you invest in planning before school begins and the time you take during the first week of school will pay off in the long run! If the first week is not well-organized and lacks clearly defined expectations, procedures and consequences that are consistently enforced, chaos may quickly set in. Students will "test the teacher" and determine what they can "get away with." You are much farther ahead if you recognize that there will be challenges to your authority and plan accordingly.

- Treat students with dignity and respect.
- Effective teaching reduces discipline problems.
- Effective discipline sets reasonable limits and fosters student success.
- Students only need a limited say in what happens in the classroom. You still create the overall climate.
- It takes time to develop an effective discipline plan and style that blends you and your students' needs.
- Bored students may become discipline problems.
- Students act out because of a lack of self-esteem and failure.
- Any positive reinforcement reduces discipline problems.
- Give students the opportunity to develop self-control and take responsibility for their own behavior.
- Misbehavior is often a communication at the sub-conscious level. Look beyond the overt behavior which might be a symptom of a deeper cause.

# Effectiveness During Week One

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## 2. Effective Classroom Management

**Rules** are the standards of acceptable behavior for a district, building, or classroom.

**General rules** are more encompassing and may cover a wide variety of behaviors. The advantage of general rules is that they offer flexibility. The disadvantage is that they must be explained, otherwise students will not know exactly what is acceptable and unacceptable. Examples: 1. Respect others 2. Respect school property 3. Follow directions

**Specific rules** are precise and clearly describe behavior. For beginning teachers, specific rules are probably better for establishing a positive classroom environment. The disadvantage is that all misbehavior must be covered, or students will say that there is not a rule prohibiting it. Examples: 1. Follow directions the first time they are given. 2. Raise your hand and wait for permission to speak. 3. Stay in your seat unless you have permission to get up. 4. Keep hands, feet and other objects to yourself. 5. No profanity.

**All rules should be:**

- Limited to four or five. The younger the students, the fewer the number of rules.
- Taught to students. Demonstrate what it looks like and what it sounds like.
- Visibly posted. Post consequences and incentives; students should also have a written version; send a copy home to the parents, and don't forget to give your principal a copy.

**Consequences** are what result when a person abides by or breaks the rules.

**Penalties** are negative consequences as a result of not following the rules. They can also be a teaching tool that promotes responsibility, problem solving and self-control. When a student makes the decision to break a rule, ask students to answer these three questions either in writing or verbally:

1. What's the problem?
2. What is causing the problem?
3. What plan will you use to solve the problem?

**Incentives** are positive consequences as a result of following the rules. They can become a bribery system of endless stickers, candies, and other tangibles in which students ask "What's in it for me?" The best reward is the satisfaction of a job well done. Incentives work best when students earn them for work above and beyond what is expected, not when they are handed out for doing what is everyday expected behavior. Examples of reasonable incentives:

1. Positive feedback
2. Positive notes home
3. Singing show tunes or occasional pop songs

**All consequences** must be reinforced early and often for good behavior. Then slowly raise the level of expectation so that students must work above normal expectations to activate a consequence. Consequences are necessary and must be consistently applied in order to enforce the rules. The consequences are reasonable and logical. This means the consequence follows logically from the behavior rather than one that is arbitrarily imposed. The best logical consequences teach the students to choose between acceptable and unacceptable behavior.

# Effectiveness During Week One

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## 3. Designing Classroom Procedures and Routines

Classroom procedures and routines are not the same as a discipline plan. A procedure is simply a system for how day-to-day things are done in your classroom.

### **Classroom procedures:**

- tell students how things operate in your classroom and reduce discipline problems.
- increase on-task time and reduce classroom disruptions.
- allow many different activities to take place at the same time.
- are time-intensive at the beginning of school, but save time in the long run.

### **Activities that require procedures:**

- Passing music in and out
  - Giving attention to the teacher/director
  - Posture
  - Breathing
  - Holding music or preparing the instrument
  - Handing in homework
  - Makeup work
  - Taking tests
  - Warmups
  - Beginning and ending class
  - Moving from their seats: nurse, pencil sharpened, forgotten books, called to office
  - Announcements
  - Score study
  - Working with one section
  - Sectionals
  - Transitions
  - Rehearsal
  - Concerts
  - Bus travel
  - Taking attendance
  - Finishing work early
  - Instrument or music repairs
  - Stacking chairs, moving stands
  - Percussion sections
  - Hanging up robes
- You must teach procedures! Invest time during the first days of school to teach procedures. Spend time each day with each procedure until each student can do it independently. Then reinforce occasionally.
- **The Three Steps to Teaching Procedures:**
1. **Explain:** State, explain, model and demonstrate the procedure
  2. **Rehearse:** Rehearse and practice the procedure as a class
  3. **Reinforce:** Reteach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine.

# Effectiveness During Week One

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## 4. The First Day of School

Now after all of your planning, you are ready for the magic ingredient--students. In addition to careful planning, the way you interact with your students will set the tone of your classroom for the rest of the year.

- **Dress for respect.** Research has found that the clothing worn by teachers affect the work, attitude and discipline of students. Your appearance has a powerful impact on your credibility, acceptance, and authority.
- **Create an inviting environment.** Make sure your room is organized in a way that makes materials readily available and is conducive to learning.
- **Post your name, subject and period** on the board or outside the class.
- **Post your discipline plan,** complete with consequences and incentives.
- **Post your seating chart,** or have their names on their seats.
- **Be at the door of your classroom.** Greet each student, introduce yourself and ask their names. Direct each student to their assigned seat.
- **Engage students in a learning activity** the minute they sit down in their seats. Initiate the procedure of looking at the board for their opening activity. The assignment should be uncomplicated and successful for all students.
- **Once the class is assembled, take a deep breath, SMILE, and launch into your career as a teacher with a warm welcome to your students.**

# Calendar of Activities for Mentors and Beginning Teachers

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- The Calendar of Activities serves as a starting point for the beginning teachers and mentors. The two of you need to jointly identify which suggested activities will be of the most value to the two of you. Each month will include activities, discussion topics, a calendar of events, and each semester will include a peer coaching (face to face or with the use of a videotape.)

## • July/ • August

### Activities

- Meet each other face to face if possible
- Introduce beginning teacher to other music teachers
- Develop peer-to-peer relationship
- Demonstrate accessibility to beginning teacher
- Review first days of school checklists (Appendix 1)
- Celebrate the start of the school year
- Complete Teaching Environment Profile (Appendix 2)
- Check in with each other every day during the first week

### Topics

- The first day, first week plans
- Student behavior: class rules, enforcement of rules, consequences
- Classroom procedures: opening and closure of class, transitions, student routines, warmups, accompanist, sectional, working with one section, announcements
- Joining IMEA, ICDA, IAAE, IBA and/or ISTA

### Calendar of Events

<u>HS Vocal</u>	<u>MS Vocal</u>	<u>Elem Vocal</u>	<u>Band/Orch</u>
All-State Camps			Marching Band Camps Color Guard Camps

## September

### Activities

- Arrange peer coaching for first semester
- Complete Beginning Teacher Inventory (Appendix 7)

### Topics

- Gradebooks, grading scales, handbooks
- Makeup work/homework policies
- An environment of respect and rapport: climate, teacher interaction, student interaction
- A culture for learning: teacher expectations, importance of content, student pride
- Physical space: seating charts, classroom vs. performance space, safety

### Calendar of Events

<u>HS Vocal</u>	<u>MS Vocal</u>	<u>Elem Vocal</u>	<u>Band/Orch</u>
Opus	Opus	Opus	Marching Band

## October

### Activities

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- Share instruction planning techniques: warmups, rehearsal techniques, assessment, closure
- Plan lesson for peer tutoring (appendix 3)
- Role play parent-teacher conferences, both good and difficult

### Topics

- Time management: quadrants of importance and urgency
- Calendars: district, activity, assignment, student, personal
- Scheduling: classes, lessons, extra rehearsals
- Office work: copying, letter writing, sorting/answering mail/email, concert programs, registration forms, phone calls

### Calendar of Events

<u>HS Vocal</u>	<u>MS Vocal</u>	<u>Elem Vocal</u>	<u>Band/Orch</u>
All-State	Concert	Conferences	Marching Band
Fall concert	Conferences		All-State
Conferences			Conferences

## November

### Activities

- Complete classroom observation (appendix 4), either face-to-face or with video

### Topics

- Public relations: newspaper, radio, television, newsletter, websites, concerts
- Personnel: substitutes, accompanists, assistants, other music teachers, secretaries, custodians, coaches, activity director, business manager, principals, superintendent, cooks, librarians, transportation director, nurse, curriculum director, AEA resources, special education teachers, booster groups, piano tuners, church personnel, bus drivers, parents, paraprofessionals
- Technology: Hardware/software, internet, using technology in the classroom, support from technology administrator or staff development
- District programs: TAG, Title I, ESL, Special Education
- Professional portfolio: License, child abuse certificate, resume, evidence of assessment and classroom management, special honors, awards

### Calendar of Events

<u>HS Vocal</u>	<u>MS Vocal</u>	<u>Elem Vocal</u>	<u>Band/Orch</u>
Musical	Opus	IMEA Conf.	Musical
All-State	Concert		All-State
IMEA Conf.	IMEA Conf.		IMEA Conf.

## December

### Activities

- Arrange telephone or face-to-face conference to discuss classroom observation (appendix 4)
- Set goals for second semester
- Arrange second peer coaching

### Topics

- Adjusting from college to the teaching profession: balancing personal and professional life
- Emotional support following a successful, veteran teacher or a string of ineffective teachers
- Single and in a small town; little time for your own children; can't afford to change jobs
- Other interests/friends outside of church, education or music

- Financial affairs: credit cards, loans, taxes, annuities, IPERS, health & life insurance, investing, bill paying, credit reports
- Employee assistance programs

## Calendar of Events

<u>HS Vocal</u>	<u>MS Vocal</u>	<u>Elem Vocal</u>	<u>Band/Orch</u>
Holiday concert	Holiday concert	Holiday concert	Holiday concert

## January

### Activities

- Review first semester highlights
- Assess growth experiences

### Topics

- Engaging students: pacing, rehearsal technique, assignments, structure, grouping of students, content
- Managing questions/discussions: quality and type of questions, student participation
- Professional growth opportunities: IBA conference, ICDA Summer Convention, Phase III, Staff Development, AEA, Universities
- School Improvement Plan: who is on the committee, what role do the arts play in it

## Calendar of Events

<u>HS Vocal</u>	<u>MS Vocal</u>	<u>Elem Vocal</u>	<u>Band/Orch</u>
Honor choirs Show/Jazz Choir	Honor choirs		Honor Bands Jazz Band

## February

### Activities

- Assess mentor/beginning teacher relationship: what is good, ways to improve
- Plan lesson for peer tutoring (appendix 3)

### Topics

- Communicating clearly: procedures, oral and written directions, language and tone
- Feedback to students: specific, verbal vs. written, timeliness, accuracy, constructive
- Flexibility and responsiveness: persistence, varied student ability, lesson adjustment
- Central office roles: accounts payable and receivable, purchase orders, check deductions
- Professional journals, literature, resource books

## Calendar of Events

<u>HS Vocal</u>	<u>MS Vocal</u>	<u>Elem Vocal</u>	<u>Band/Orch</u>
Show/Jazz Choir Honor choirs Piano contest	S/E Contest Piano contest		Jazz Band Honor Bands Piano contest

## March

### Activities

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- Complete classroom observation (appendix 4), either face-to-face or with video

### Topics

- Knowledge of content: skills with piano, conducting, voice, instruments, theory, history
- Knowledge of pedagogy: sequencing music elements, realistic level of performance
- Knowledge of students: age/maturity levels, learning approaches, special needs, cultures
- Selecting instructional goals: repertoire, performance vs. literacy, contest participation
- Stress management

### Calendar of Events

<u>HS Vocal</u>	<u>MS Vocal</u>	<u>Elem Vocal</u>	<u>Band/Orch</u>
S/E Contest	Concert	Concert	S/E Contest
Concert			Concert
Show/Jazz Choir			Jazz Band

## April

### Activities

- Arrange telephone or face-to-face conference to discuss classroom observation (appendix 4)

### Topics

- Knowledge of resources: colleagues, music library, R & S Chairs, internet, journals, books
- Designing instruction: varied activities, score study, student groups, unit/lesson structure
- Assessing learning: types of assessment, achieving goals, standard levels, use in planning
- Activities to be completed before the end of the year

### Calendar of Events

<u>HS Vocal</u>	<u>MS Vocal</u>	<u>Elem Vocal</u>	<u>Band/Orch</u>
S/E Contest			S/E Contest
			Jazz Band

## May

### Activities

- Plan what needs to take place before the end of the year
- Summarize the year (appendix 5)

### Topics

- Contributing to the district: committees, extra duties, colleagues
- Professional growth: developing new skills, service to the profession, music colleagues
- Demonstrating professionalism: attire, advocacy, serving students, decision-making
- Wrapping up the year

### Calendar of Events

<u>HS Vocal</u>	<u>MS Vocal</u>	<u>Elem Vocal</u>	<u>Band/Orch</u>
Large Group Contest			Large Group Contest
Concert			Concert
			IBA

## Summer

## **Activities**

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- Celebrate!
- Reflect on what you have learned together
- Set goals for next year

## **Topics**

- Reflecting on teaching: accuracy, application to future teaching
- Maintain records: grading, student progress, makeup work
- Communication: parents, faculty, coaches, administrators, public, program and students

## **Calendar of Events**

<u>HS Vocal</u>	<u>MS Vocal</u>	<u>Elem Vocal</u>	<u>Band/Orch</u>
ICDA Summer Conv.	ICDA Summer Conv.	ICDA Summer Conv.	Continuing Ed
Continuing Ed	Continuing Ed	Continuing Ed	

# Acknowledgments

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P. 12

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- Nancy Bradley, Dubuque Community School District
- Mary Brooks, West Des Moines Community School District
- Joe Christiansen and Gil Lettow, Assistance Program for Young and Prospective Teachers
- Charlotte Danielson, Professional Practice: A Framework for Effective Teaching
- Denison Community School District, Dr. Bill Wright, Superintendent
- The Educational Testing Service, Princeton, New Jersey
- Iowa Alliance of Art Educators, Rhonda Taggart, Executive Director
- Iowa Bandmasters Association, Derek Stratton, Mentor Chair
- Iowa Choral Directors Association, Dr. Aimee Beckmann-Collier, President
- Iowa Music Educators Association, Lance Lehmberg, President
- Iowa String Teachers Association, Dave Swenson, President
- Dr. Mary Wecks, Loras College
- Dave Wilkerson, Iowa State Education Association
- Harry Wong, The First Days of School

# Appendix 1- Checklist: Before School Starts

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## People to Meet:

- Principal
- Music Dept. Chair/Supervisor
- Secretary/Office Staff
- Counselor(s)
- Custodian(s)
- Activity/Athletic Director
- Assistant/Vice Principal(s)
- Media Specialist
- Business Manager
- Transportation Director
- Nurse

## Things to Do:

- Find room
- Find schedule
- Post emergency plans--tornado, fire, crisis situation
- Mark calendar with key dates
- Decorate bulletin board
- Put away/refill supplies
- Gather texts and materials
- Read all district/building policies
- Set up grading procedures & gradebook
- Prepare letter to parents/students
- Outline classroom procedures
- List consequences/incentives
- Tour the building & neighborhood
- Practice streamlining lessons
- Locate curriculum guide
- Review class lists

## Essential Materials & Equipment:

- Gradebook/computer program
- Attendance forms/computer program
- Stapler/staples
- Thumbtacks

- Scissors and Tape
- Computer disks
- Computer location
- Hall passes
- Pens and pencils
- Markers
- Duplicating paper
- Overhead (if needed)
- File cabinet
- VCR/TV
- Uniforms/Robes

## Find Out About:

- Teacher handbook
- Student handbook
- Office sign-in procedures
- Attendance procedures
- Substitute procedures
- Discipline procedures
- Lunch procedures
- Personal/professional/family leave
- Leaving early/Doctor appointments
- School safety plan
- School master calendar
- Fire/tornado drills
- Office referrals for behavior
- Guidance referrals
- Busing

## Your discipline plan:

- Stated clearly
- Positive
- Posted
- Limited number of rules
- Documenting procedure

## Consequences are:

- Stated clearly
- Understandable
- Enforceable
- Progressive

### **Activity/Extra-Curricular Concerns:**

- Transportation requests
- Building use
- Requisition/Purchase
- Eligibility Policy
- Field Trip Policies
- District practice policy
- Priority in calendar conflicts
- Fundraising permission

### **Other checklists:**

- Decide on Health Care Plan
- Decide on Retirement Plan
- Explore Direct Deposit for Paycheck
- Join professional organization(s)
- Review Master Contract
- Create a Professional Folder for important papers
- Display diploma(s), licenses
- Have pianos tuned if needed

# Appendix 2-Teaching Environment Profile

**Directions:** After completing page one (please print or type), send a copy to:  
 Parry Bekkerus, Coordinator, Music Mentors of Iowa, 819 North 16th Street, Denison, IA 51442

**Beginning Teacher:** I prefer \_\_\_ Home address \_\_\_ School address

Name: \_\_\_\_\_  
 Home address: \_\_\_\_\_  
 City, Zip: \_\_\_\_\_  
 Principal name(s): \_\_\_\_\_  
 School district: \_\_\_\_\_  
 Building(s): \_\_\_\_\_  
 School address(es): \_\_\_\_\_  
 City, Zip: \_\_\_\_\_  
 Home phone: \_\_\_\_\_  
 School phone: \_\_\_\_\_  
 Home email: \_\_\_\_\_  
 School email: \_\_\_\_\_

**Grades teaching:** Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Classes teaching:	General Music	Band	Orchestra
	Choir	Marching Band	History
Other _____	Vocal Lessons	Instrument Lessons	Musical
_____	Show Choir	Jazz Band	Theory
_____	Jazz Choir	Pep Band	Church Choir
	Bell Choir	Orff Instrument	Piano Lessons

**Mentor:** I prefer \_\_\_ Home address \_\_\_ School address

Name: \_\_\_\_\_  
 Home address: \_\_\_\_\_  
 City, Zip: \_\_\_\_\_  
 Principal name(s): \_\_\_\_\_  
 School district: \_\_\_\_\_  
 Building(s): \_\_\_\_\_  
 School address(es): \_\_\_\_\_  
 City, Zip: \_\_\_\_\_  
 Home phone: \_\_\_\_\_  
 School phone: \_\_\_\_\_  
 Home email: \_\_\_\_\_  
 School email: \_\_\_\_\_

**Grades teaching:** Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Classes teaching:	General Music	Band	Orchestra
	Choir	Marching Band	History
Other _____	Vocal Lessons	Instrument Lessons	Musical
_____	Show Choir	Jazz Band	Theory
_____	Jazz Choir	Pep Band	Church Choir
	Bell Choir	Orff Instrument	Piano Lessons

# Appendix 2-Teaching Environment Profile

P. 2

## LOOKING AT YOUR CLASSROOM, SCHOOL, DISTRICT, AND COMMUNITY

*Class information: (Select one or two representative classes)*

- |   | <u>Class 1</u> | <u>Class 2</u> |
|---|----------------|----------------|
| 1. Number of students in your class:  | _____          | _____          |
| 2. Approximate age range of students:   | _____          | _____          |
| 3. Number of boys and girls:  | _____          | _____          |
| 4. Ethnicities that are represented among students (check all that apply):                                |                |                |
| <input type="checkbox"/> American Indian/Alaskan Native   |                |                |
| <input type="checkbox"/> Asian  |                |                |
| <input type="checkbox"/> Hispanic   |                |                |
| <input type="checkbox"/> Black, but not Hispanic  |                |                |
| <input type="checkbox"/> White, not Hispanic  |                |                |
| <input type="checkbox"/> Multi-racial   |                |                |
| <input type="checkbox"/> Other _____  |                |                |
| 5. Number of students who are   |                |                |
| English proficient:   | _____          | _____          |
| English language learners:  | _____          | _____          |
| 6. The primary languages spoken in the homes of your students:  |                |                |
| 7. Resources that are available to assist you with your students who are English language learners:       |                |                |
| 8. Distinguishing characteristics that are represented among your students:                               |                |                |
| <input type="checkbox"/> Visually impaired  |                |                |
| <input type="checkbox"/> Hearing impaired   |                |                |
| <input type="checkbox"/> Developmentally disabled   |                |                |
| <input type="checkbox"/> Emotionally or behaviorally disabled   |                |                |
| <input type="checkbox"/> Gifted   |                |                |
| <input type="checkbox"/> Learning disabled  |                |                |
| <input type="checkbox"/> Physically disabled  |                |                |
| <input type="checkbox"/> Speech impaired  |                |                |
| <input type="checkbox"/> Other _____  |                |                |
| <input type="checkbox"/> Require cultural/religious accommodations: _____                                 |                |                |
| 9. Resources that are available to assist your students who have exceptionalities:                        |                |                |
| 10. Other information you might want to know about your students that will help you to better teach them. |                |                |

## Appendix 2-Teaching Environment Profile

P. 3

### LOOKING AT YOUR CLASSROOM, SCHOOL, DISTRICT, AND COMMUNITY

#### *School information:*

1. This school is: (check all that apply)

- Title I schoolwide program
- Private school--Affiliation \_\_\_\_\_
- Charter school--Type \_\_\_\_\_
- Magnet School--Type \_\_\_\_\_
- Professional development school
- Schoolwide bilingual program--which language? \_\_\_\_\_
- Language immersion school--which language? \_\_\_\_\_
- Other \_\_\_\_\_

2. This school has: (check all that apply)

- Multi-age/Multi-grade classes
- Teaching teams
- Department groupings
- Academies/Houses/Families
- Support staff:
  - Counselors
  - Instructional assistants
  - School psychologists
  - School nurse

3. Number of students in school: \_\_\_\_\_

4. Number of teachers at your grade level/department: \_\_\_\_\_

5. Is your class typical or atypical of the overall school population? In what ways?

6. What is the mission of this school?

#### *District and community information:*

1. Number of students in this district: \_\_\_\_\_

2. What percentage of students qualify for free or reduced lunch? \_\_\_\_\_

3. What is the population of the town(s) in your district? \_\_\_\_\_

4. Is the neighborhood \_\_\_ Urban? \_\_\_ Suburban? \_\_\_ Rural City? \_\_\_ Rural?

5. Is the district participation in music activities:

\_\_\_ 4A? \_\_\_ 3A? \_\_\_ 2A? \_\_\_ 1A? \_\_\_ A?

6. What is the relationship between the school and the surrounding community?

# Appendix 3-Peer Tutoring--Instruction Plan

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P. 1

## Learning Goals

- What are your goals for student learning for this lesson? What do you intend for students to learn?
- In what ways are these goals important to students?
- How does the content of this lesson build on what the students have already learned?
- How do these goals relate to what you plan to do in this content area in the future?

## Instructional Strategies

- What instructional strategies will you use for this lesson?
- Why have you chosen these instructional strategies?

## Appendix 3-Peer Tutoring--Instruction Plan

P. 2

### Student Activities

- What activities have you planned for your students to do?

Activity

Time Allocation

### Materials and Resources

- What instructional materials and resources will you use, if any?
- Why have you chosen these instructional materials and resources?

### Assessment

- What evidence will you collect to show that students have achieved the learning goals?

## Appendix 4-Peer Tutoring--Classroom Observation

P. 1

Directions to the Mentor: During the lesson, script your observations, and later list them in the appropriate space for each listed component. Following the lesson, consider both your observation notes and your beginning teacher's Instruction Plan, and compose a summary statement for each domain, using the language of the Levels of Performance as appropriate. You may also wish to simply highlight appropriate statements on each rubric.

## **Appendix 4-Peer Tutoring--Classroom Observation**

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P. 2

### **Domain 1: Planning and Preparation**

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Component 1b: Demonstrating Knowledge of Students

Component 1c: Selecting Instructional Goals

Component 1d: Demonstrating Knowledge of Resources

Component 1e: Designing Coherent Instruction

Component 1f: Assessing Student Learning

## **Appendix 4-Peer Tutoring--Classroom Observation**

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P. 3

### **Domain 2: The Classroom Environment**

Component 2a: Creating an Environment of Respect and Rapport

Component 2b: Establishing a Culture for Learning

Component 2c: Managing Classroom Procedures

Component 2d: Managing Student Behavior

Component 2e: Organizing Physical Space

## **Appendix 4-Peer Tutoring--Classroom Observation**

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P. 4

### **Domain 3: Instruction**

Component 3a: Communicating Clearly and Accurately

Component 3b: using Questioning and Discussion Techniques

Component 3c: Engaging Students in Learning

Component 3d: Providing Feedback to Students

Component 3e: Demonstrating Flexibility and Responsiveness

## Appendix 4-Peer Tutoring--Classroom Observation

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P. 5

### *Key Points and Highlights:*

**Domain 1: Planning and Preparation**

**Domain 2: The Classroom Environment**

**Domain 3: Instruction**

# Appendix 5-End of Year Summary

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P. 1

**To be completed by Beginning Teacher; please send a copy to  
Perry Bekkerus, Music Mentors of Iowa, 819 N. 16th St. Denison, IA 51442**

Briefly describe what you have learned during this academic year with respect to:

1. The students you teach:

2. The subject you teach:

3. Your instructional strategies:

4. Your classroom management:

5. Your administrative business:

6. Your personal life:

## Appendix 5-End of Year Summary

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P. 2

Briefly evaluate the following things:

1. Your experience:
2. Your mentor:
3. The Music Mentors of Iowa program:

NAME \_\_\_\_\_ SCHOOL DISTRICT \_\_\_\_\_

Do you plan to continue teaching? Yes No

Do you plan to continue teaching music? Yes No

Do you plan to continue teaching music in your same job? Yes No

If you answered "No" to any of the above questions, what do your future plans hold, and what were the biggest factors in leaving your current job?

**THANK YOU FOR PARTICIPATING IN MUSIC MENTORS OF IOWA !**  
**WELCOME TO A FULFILLING AND REWARDING PROFESSION!**  
**IT WILL GET EASIER! HANG IN THERE!!!**

# Appendix 7-Beginning Teacher Inventory

P. 1

Think about each of the following areas and how your mentor can provide assistance. Indicate your priority areas by placing an X on the continuum line between Low priority and high priority. List your concerns and specific questions.

1. Managing student behavior.  
Low priority-----High priority  
Specific Questions/Concerns:
2. Establishing classroom procedures.  
Low priority-----High priority  
Specific Questions/Concerns:
3. Creating a culture for learning with a classroom environment of respect and rapport.  
Low priority-----High priority  
Specific Questions/Concerns:
4. Planning, organizing and managing my time and work.  
Low priority-----High priority  
Specific Questions/Concerns:
5. Office work, calendars, schedules, and public relations work.  
Low priority-----High priority  
Specific Questions/Concerns:
6. Engaging and motivating students.  
Low priority-----High priority  
Specific Questions/Concerns:
7. Learning and applying effective teaching methods.  
Low priority-----High priority  
Specific Questions/Concerns:
8. Knowing individual student needs, interests, abilities and problems.  
Low priority-----High priority  
Specific Questions/Concerns:
9. Assessing student performance.  
Low priority-----High priority  
Specific Questions/Concerns:
10. Communicating with colleagues, administrators, parents, students, and other professionals.  
Low priority-----High priority  
Specific Questions/Concerns:
11. Adjusting to life as a teacher in the real world of work.  
Low priority-----High priority  
Specific Questions/Concerns:

**DOMAIN 1:  
PLANNING AND PREPARATION**

- 1a: Demonstrating Knowledge of Content and Pedagogy**
  - Knowledge of content
  - Knowledge of prerequisite relationships
  - Knowledge of content-related pedagogy
- 1b: Demonstrating Knowledge of Students**
  - Knowledge of characteristics of age group
  - Knowledge of students' varied approaches to learning
  - Knowledge of students' skills and knowledge
  - Knowledge of students' interests and cultural heritage
- 1c: Selecting Instructional Goals**
  - Value
  - Clarity
  - Suitability for diverse students
  - Balance
- 1d: Demonstrating Knowledge of Resources**
  - Resources for teaching
  - Resources of students
- 1e: Designing Coherent Instruction**
  - Learning activities
  - Instructional materials and resources
  - Instructional groups
  - Lesson and unit structure
- 1f: Assessing Student Learning**
  - Congruence with instructional goals
  - Criteria and standards
  - Use for planning

**DOMAIN 2:  
THE CLASSROOM ENVIRONMENT**

- 2a: Creating an Environment of Respect and Rapport**
  - Teacher interaction with students
  - Student interaction
- 2b: Establishing a Culture for Learning**
  - Importance of content
  - Student pride in work
  - Expectations for learning and achievement
- 2c: Managing Classroom Procedures**
  - Management of instructional groups
  - Management of transitions
  - Management of materials and supplies
  - Performance of noninstructional duties
  - Supervision of volunteers and paraprofessionals
- 2d: Managing Student Behavior**
  - Expectations
  - Monitoring of student behavior
  - Response to student misbehavior
- 2e: Organizing Physical Space**
  - Safety and arrangement of furniture
  - Accessibility to learning and use of physical resources

**DOMAIN 4:  
PROFESSIONAL RESPONSIBILITIES**

- 4a: Reflecting on Teaching**
  - Accuracy
  - Use in future teaching
- 4b: Maintaining Accurate Records**
  - Student completion of assignments
  - Student progress in learning
  - Noninstructional records
- 4c: Communicating with Families**
  - Information about the instructional program
  - Information about individual students
  - Engagement of families in the instructional program
- 4d: Contributing to the School and District**
  - Relationships with colleagues
  - Service to the school
  - Participation in school and district projects
- 4e: Growing and Developing Professionally**
  - Enhancement of content knowledge and pedagogical skill
  - Service to the profession
- 4f: Showing Professionalism**
  - Service to students
  - Advocacy
  - Decision making

**DOMAIN 3:  
INSTRUCTION**

- 3a: Communicating Clearly and Accurately**
  - Directions and procedures
  - Oral and written language
- 3b: Using Questioning and Discussion Techniques**
  - Quality of questions
  - Discussion techniques
  - Student participation
- 3c: Engaging Students in Learning**
  - Representation of content
  - Activities and assignments
  - Grouping of students
  - Instructional materials and resources
  - Structure and pacing
- 3d: Providing Feedback to Students**
  - Quality: accurate, substantive, constructive and specific
  - Timeliness
- 3e: Demonstrating Flexibility and Responsiveness**
  - Lesson adjustment
  - Response to students
  - Persistence

# DOMAIN I:

# PLANNING AND PREPARATION

## LEVEL OF PERFORMANCE

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1a</b> Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy are extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<b>1b</b> Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
<b>1c</b> Selecting Instructional Goals	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
<b>1d</b> Demonstrating Knowledge of Resources	Teacher is unaware of school or district resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them.	Teacher is fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them.	Teacher seeks out resources for teaching in professional organizations and in the community and is aware of resources available for students who need them, in the school, the district, and the larger community.
<b>1e</b> Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
<b>1f</b> Assessing Student Learning	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals.	Teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.

**DOMAIN 2:**

**THE CLASSROOM ENVIRONMENT**

**LEVEL OF PERFORMANCE**

<b>COMPONENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<p><b>2a:</b> Creating Environment of Respect and Rapport</p>	<p>Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.</p>	<p>Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.</p>	<p>Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.</p>	<p>Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.</p>
<p><b>2b:</b> Establishing a Culture for Learning</p>	<p>The classroom does not represent a culture for learning and is characterized by low teacher commitments to the subject, low expectations for student achievement, and little student pride in work.</p>	<p>The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."</p>	<p>The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.</p>	<p>Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.</p>
<p><b>2c:</b> Managing Classroom Procedures</p>	<p>Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.</p>	<p>Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.</p>	<p>Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.</p>	<p>Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.</p>
<p><b>2d:</b> Managing Student Behavior</p>	<p>Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.</p>	<p>Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.</p>	<p>Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.</p>	<p>Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.</p>
<p><b>2e:</b> Organizing Physical Space</p>	<p>Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.</p>	<p>Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.</p>	<p>Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.</p>	<p>Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.</p>

**DOMAIN 3: INSTRUCTION**

**LEVEL OF PERFORMANCE**

<b>COMPONENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<p><b>3a: Communicating Clearly and Accurately</b></p>	<p>Teacher's oral and written communication contains errors or is unclear or inappropriate to students.</p>	<p>Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.</p>	<p>Teacher communicates clearly and accurately to students, both orally and in writing.</p>	<p>Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.</p>
<p><b>3b: Using Questioning and Discussion Techniques</b></p>	<p>Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.</p>	<p>Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.</p>	<p>Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.</p>	<p>Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.</p>
<p><b>3c: Engaging Students in Learning</b></p>	<p>Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.</p>	<p>Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.</p>	<p>Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.</p>	<p>Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials; the structure and pacing of the lesson allow for student reflection and closure.</p>
<p><b>3d: Providing Feedback to Students</b></p>	<p>Teacher's feedback to students is of poor quality and is not given in a timely manner.</p>	<p>Teacher's feedback to students is uneven, and its timeliness is inconsistent.</p>	<p>Teacher's feedback to students is timely and of consistently high quality.</p>	<p>Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.</p>
<p><b>3e: Demonstrating Flexibility and Responsiveness</b></p>	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' interests and questions, and assumes no responsibility for students' failure to understand.</p>	<p>Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.</p>	<p>Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.</p>	<p>Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.</p>

**DOMAIN 4:****PROFESSIONAL RESPONSIBILITIES****LEVEL OF PERFORMANCE**

<b>COMPONENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>4a: Reflecting on Teaching</b>	Teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved.	Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the lesson, citing general characteristics, and makes some specific suggestions about how it might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples; teacher draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Maintaining Accurate Records</b>	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
<b>4c: Communicating with Families</b>	Teacher provides little or no information to families and makes no attempt to engage them in the instruction program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instruction program.	Teacher communicates frequently with families and successfully engages them in the instruction program.	Teacher communicates frequently and sensitively with families and successfully engages them in the instruction program; students participate in communicating with families.
<b>4d: Contributing to the School and District</b>	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district projects, and maintains positive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.
<b>4e: Growing and Developing Professionally</b>	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient.	Teacher participates actively in professional development activities and contributes to the profession.	Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
<b>4f: Showing Professionalism</b>	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students based on the best information are genuine but inconsistent.	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.