

Iowa State University

*Music Education
Handbook*

2014-2015

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Introduction

Choosing teaching as a profession can lead to a very satisfying career. The program of study for all music education students includes coursework in a music department accredited by the National Association of Schools of Music (NASM) and all state-mandated requirements in Iowa, which are enacted/required by the University Educator Preparation Program at Iowa State. This handbook will help you navigate the path to being successful in the Music Education Program and to a successful career as a music teacher.

Contact List

Dr. Natalie Steele Royston, Music Education Coordinator nastele@iastate.edu	294-6829	207 Music Hall
Dr. Kevin Judge, Advising Coordinator for Music kjudge@iastate.edu	294-3345	219 Music Hall
Mrs. Teresa Kahler, ISU Licensure Analyst takahler@iastate.edu	294-7004	133 MacKay
Dr. Heidi Doellinger hldoell@iastate.edu	294-7886	133 MacKay
Mrs. Tiffany Coetzee, Student Teaching Coordinator tcoetzee@iastate.edu	294-1915	133 MacKay
Ms. Jaime Boeckman, Practicum Coordinator boeckman@iastate.edu	294-7559	133 MacKay

For more information: <http://www.education.iastate.edu/te/>

Music Education Teacher Certification Timeline and Checklist

PRE-ADMISSION

Fall Freshman Year

- _____ Apply for a Background Check (\$18.00 Fee Payable to ISU)
 Good for 2 years. Submit to Teresa Kahler in 0133 MacKay (515) 294-7004
<http://www.education.iastate.edu/student-resources/bottom-sections/additional-student-resources/background-checks.html>
 Read the section on background checks, especially the Student Self-Reporting of Misconduct Policy

Spring Freshman Year

- _____ Enroll in Music 266 – Introduction to Music Education
- _____ Enroll in Music 280k (0.5 credit) - Initial Field Experience
- _____ Apply for and take Praxis Core
 Be prepared to commit to a 4.5 hour block of time to complete all of the tests
 Further information can be found at: <http://www.education.iastate.edu/student-resources/bottom-sections/additional-student-resources/praxis-core.html> and
<http://www.ets.org/praxis/ia>
 Test Administration Site: Prometric Testing Center--West Des Moines
 Phone: (515) 221-1514
- _____ Set up and upload one artifact from approved course to the e-portfolio system prior to admission (during Music 266)
- Be sure to share the e-portfolio with the following:
 nasteele
 takahler
 Your academic adviser

Not sharing your e-portfolio with the individuals listed above could delay your admission, student teaching or licensure

After Spring Freshman Year & before Continuation Exam

_____ Fill out departmental application materials (see handbook)

_____ Complete Electronic Admission to Teacher Education Application
<http://www.education.iastate.edu/student-resources/bottom-sections/additional-student-resources/application/>

_____ Admission into Teacher Education (Checkpoint 1)
<http://www.education.iastate.edu/undergraduate-studies/undergraduate-applicants/admission/>

Contact person: Dr. Heidi Doellinger
 0133 MacKay
hldoell@iastate.edu
 (515) 294-7886

Admission can be completed at any time following completion of Music 266 and prior to the continuation exam. This must be completed prior to taking Music 366/480k.

Requirements for Admission

_____ 2.50 GPA (Cumulative ISU-minimum 9 credits)
 C or better in all C&I and Music Pedagogy Courses
 C- or better in all Music Content Courses

_____ **Successful Completion of Praxis (1) Core**
 _____ Minimum Score of 156 In Reading (test code 5712)
 _____ Minimum Score of 162 in Writing (test code 5722)
 _____ Minimum Score of 150 in Math (test code 5732)

_____ Documented Completion of 12 hours of field experience. Music 280k

Spring Sophomore Year

_____ Complete and Pass Music Continuation

Ongoing Requirements

_____ Completed Required C&I Courses with a minimum grade of "C"
 _____ CI 204 - Social Foundations of American Education
 _____ CI 333 – Educational Psychology
 _____ CI 406 - Multicultural Foundations of School and Society
 _____ CI 426 –Principles of Secondary Education
 _____ SP ED 401- Teaching Secondary Students with Exceptionalities in the
 General Ed Classroom

Complete Required Music Ed Courses with a minimum grade of "C"

- _____ Music 248 – Introduction to Music Technology
- _____ Music 266 – Introduction to Music Education
- _____ Music 366 – Methods of Music Education
- _____ Music 417R – Elementary Student Teaching
- _____ Music 417S – Secondary Student Teaching
- _____ Music 466 – Program Development & Evaluation in Music Education
- _____ Music 480k – Practicum (section 1 for 1 credit taken 3 times, section 2 for 0.5 credit taken 1 time for a total of 3.5 credits)

Instrumental Track Only

- _____ Music 368 - Marching Band & Jazz Band (except string majors)
- _____ Music 464 - Instrumental Administration, Materials, and Methods
- _____ Music 490A – String Pedagogy (string majors only)

Choral Track Only

- _____ Music 367 - Choral Literature
- _____ Music 465 – Choral Materials & Methods

Required Content (Music) Courses with a minimum grade of "C-" or better

Music Theory:

- _____ Music 231 – Materials of Music I
- _____ Music 232 – Aural Theory I
- _____ Music 331 – Materials of Music II
- _____ Music 332 – Aural Theory II
- _____ Music 337 – Materials of Music III
- _____ Music 338 – Aural Theory III

One of the following:

- _____ Music 440 – Seminar in Music Theory
- _____ Music 446 – Electronic Music Synthesis

Music History:

- _____ Music 383 – History of Music
- _____ Music 384 – History of Music

One of the following:

- _____ Music 472 – History of American Music
- _____ Music 473 – Music of the Baroque and Classical Era
- _____ Music 475 – Music of the Romantic Era
- _____ Music 476 – Music of the Twentieth Century

Applied Music: 12 credits from the following:

- _____ Music 119 – Applied Music for Majors
- _____ Music 219 – Applied Music for Majors
- _____ Music 319 – Applied Music for Majors
- _____ Music 419 – Applied Music for Majors

Conducting:

_____ Music 361 – Conducting I

One of the following:

_____ Music 362A – Instrumental Conducting II

_____ Music 362B – Choral Conducting II

Performance:

_____ Music Ensembles (minimum -1 per semester except student teaching)

_____ Music 420 – Senior Recital

Other – Instrumental Majors only:

_____ Music 350 – Instrumental Techniques: Strings

_____ Music 351 – Instrumental Techniques: Clarinet, Flute, Saxophone

_____ Music 352 – Instrumental Techniques: Oboe, Bassoon

_____ Music 353 – Instrumental Techniques: Trumpet, Horn

_____ Music 354 – Instrumental Techniques: Trombone, Baritone, Tuba

_____ Music 355 – Instrumental Techniques: Percussion

_____ Music 358B – Lab Ensemble

Other – Choral Majors only:

_____ Music 327B – Functional Piano

_____ Music 358A – Choral Lab Ensemble

_____ Music 360 – Vocal Pedagogy

One of the following:

_____ Music 301 – Opera Studio (3 cr.)

_____ Music 354 – Musical Theatre I

_____ Music 355 – Musical Theatre II

Fall of Senior Year

_____ Upload twelve artifacts from approved courses to the e-portfolio

_____ Double check that you are fully admitted and in good standing with teacher education

<https://cyhire.iastate.edu>

University Teacher Education Services no longer send email verifications upon admission to the Teacher Education program. You are responsible for checking your admission status through CyHire. Follow the directions at the URL above.

Request for Student Teacher Placement (Checkpoint 2)

Completed in Music 466- YOU MUST BE FULLY ADMITTED TO THE TEACHER EDUCATION PROGRAM!!!!

General information

<http://www.education.iastate.edu/undergraduate-studies/undergraduate-applicants/student-teaching/>

_____ Go to Student Teacher RoundUp meeting first week of semester

Teacher Education Services Contact Person:

Tiffany Coetzee

0133 MacKay

tcoetzee@iastate.edu

(515) 294-1915

_____ Meet with Dr. Royston individually during first week of semester to discuss placements

_____ Complete Music Education Application for Student Teaching (found in handbook) and return to Dr. Royston by the end of the first week of the semester prior to student teaching.

_____ Complete online the Confidential application form

<http://www.education.iastate.edu/undergraduate-studies/undergraduate-applicants/student-teaching/>

_____ Complete the Professional Biography Form online

<http://www.education.iastate.edu/undergraduate-studies/undergraduate-applicants/student-teaching/>

_____ Attend Mandatory Student Teaching Placement Meeting (Dec/ April)

Licensure Checkpoint 3

General information

<http://www.education.iastate.edu/undergraduate-studies/undergraduate-applicants/licensure/>

Contact Person:

Teresa Kahler

133 MacKay

takahler@iastate.edu

(515) 294-7004

- _____ Make appointment for National Background Check (FBI) with Teresa Kahler
You will receive a notification of scheduled dates via email from Teresa Kahler
- _____ Complete the e-portfolio
 - _____ Upload twelve artifacts to e-portfolio from student teaching (Work with your University Supervisor)
 - _____ Complete the Synthesis of Evidence (Work with your University Supervisor ahead of the due date)
- _____ Departmental Approval
- _____ Apply for Licensure at Fingerprinting Appointment
 - FBI Fingerprinting - Live Scanning is used
 - Submit one money order for \$150 payable to the Iowa BOEE for \$150.00
 - FBI Fingerprinting and Background Check - \$65
 - Initial License - \$85.00
- _____ Register and Take the PRAXIS 2 Exam beginning with Spring 2013 Graduates.
<http://www.education.iastate.edu/student-resources/bottom-sections/additional-student-resources/praxis-ii.html>
- _____ Complete Student Teaching and all requirements
 - Must have 20 credits from ISU at or above 2.50 GPA prior to student teaching
- _____ Registrar Approval
 - All transcripts, holds and fees checked
- _____ Recommended for Licensure
 - Application is released after degree is conferred

Checkpoints for Teacher Education

Checkpoint I:

Admission to Music Education Program and the University Teacher Education Program

(apply after semester of Music 266)

- Criminal Background Check
- Overall GPA 2.5
- Minimum Praxis (1) Core Scores (individual)
- C or better in C & I and Music pedagogy courses
- C- or better in content (music) courses
- Creation of E-Portfolio with one graded artifact (Music 266)
- Conduct 12 hours of observations (Music 280K)

Checkpoint II:

Admission to Student Teaching:

- Criminal Background Check
- Overall GPA 2.50
- C or better in C & I and Music pedagogy courses
- C- or better in content (music) courses
- All course requirements for major completed
- 12 artifacts uploaded into e-portfolio

Checkpoint III:

Recommendation for Licensure:

- Criminal Background Check
- Overall GPA 2.50
- C or better in C & I and Music pedagogy courses
- C- or better in content (music) courses
- All requirements for major completed
- Additional artifacts for all standards & synthesis of evidence paper in e-portfolio
- Take and pass Praxis II Exam (Content & Pedagogy)

For more information about the three checkpoints:

<http://www.education.iastate.edu/student-resources/>

Observation Requirement

As required by the State of Iowa, all students in education music complete a minimum of 80 hours of observation prior to the student teaching term. Music students take Music 280k for .5 credits and Music 480K for 3 credits to receive credit for 84 hours of observing music teaching of school age students as follows:

Observation Hours	Observation Course	Credit when taken
12 hours	Music 280 K	0.5 credit taken concurrently with Music 266
24 hours	Music 480 K	1.0 credit taken concurrently with Music 366*
24 hours	Music 480 K	1.0 credit taken between Music 366 and 466*
24 hours	Music 480 K	1.0 credit taken concurrently with Music 466*

Notes

- Students must have an Iowa criminal background check prior to taking Music 266 in order to observe students in the schools. See Admission to Teacher Ed.
- A **minimum** of 12 hours must be earned prior to admittance into the Educator Preparation Program. An additional 72 hours can be credited after admittance.
- These practica are required – regardless of the number of hours already observed.
- You **must be accepted into the University Educator Preparation Program in order to enroll in Music 366 and to Practicum I** (Music 480K).

The intent of the observation hours is to become acquainted with the K-12 music education program and to prepare for student teaching at the elementary and secondary levels. While taking Music 266, students gain a minimum of 12 hours of observation. During the junior and senior years, students participate in three practicum experiences, each one with a minimum of 24 observation hours. The settings for the three practica, which are arranged by Dr. Royston, will differ in area (general music, band, orchestra, and choir) in order to gain experience for student teaching. In addition to music classes and ensemble rehearsals, you should include the following: concerts, administrative meetings, festivals, private lessons, solo & ensemble contest, special education classes, musicals, etc. Several other music education classes require observations of music teaching: those hours are **in addition** to the requirements for 266, 366, and 466.

Students must receive permission to observe in school settings – submit a Practicum Request Form and class schedule to Dr. Royston by the end of the semester BEFORE you desire to have a placement. Meet with Jaime Boeckman during the first week of the semester. Students must allow time in class schedules for practicum experiences (recommended – 3 hour block, minimum 2 hour). Students are responsible for their own transportation.

Portfolio Requirements

See E-Portfolio Information Packet for Music Education

Student Teaching

Application for student teaching will occur at the beginning of the semester prior to student teaching. All criteria for Checkpoint II will be required (see page 5).

Student teaching will be a full semester (16 week or 8 +8 week) assignment spent entirely in a K-12 educational setting. A university supervisor will be assigned to observe and give feedback throughout the semester. Placements will be made in based on desires of the student and availability of placements. Students must provide personal transportation as placements may be within 60 miles of the university. All coursework should be completed PRIOR to student teaching. Exceptions will be made only in emergency circumstances.

Teaching License - State of Iowa

Information will be given during Music 466, C&I 426, and in Student Teaching Seminars

Apply:

just prior to beginning of student teaching semester
includes background check (\$65.00) and license fee (\$85.00) (as of 6/2012)

License Types:

Initial License: first license, good for 2 years, teach in specified area

Substitute License: can be a first license, good for 5 years, teach in any area

Standard License: “permanent” license earned with recommendations by principal after demonstration of success with the State of Iowa Teaching Standards, renewable every 5 years

If you have questions contact Teresa Kahler, ISU Licensure Analyst, takahler@iastate.edu
294-7004 133 MacKay

NAfME Collegiate Chapter 679/ IMEA **National Association for Music Education/ Iowa Music Educators Association**

NAFME is the only arts education organization that addresses all aspects of music education. Through membership of more than 75,000 active, retired, and pre-service music teachers, NAfME serves millions of students nationwide through activities at all teaching levels, from preschool to graduate school. Since 1907, NAfME has worked to ensure that every student has access to a well-balanced, comprehensive, and high-quality program of music instruction taught by qualified teachers. NAfME's activities and resources have been largely responsible for the establishment of music education as a profession, for the promotion and guidance of music study as an integral part of the school curriculum, and for the development of the National Standards for Arts Education.

Purpose:

The purpose of NAfME Collegiate is to afford students an opportunity for professional orientation and development while still in school, and to enable students to gain an understanding of:

- The philosophy and function of the music education profession
- The professional interests of members involved in the local, state, division, and national levels
- The music industry's role in support of music education
- The knowledge and practices of the professional music educator as facilitated through chapter activity

Membership:

Membership in the national and state organizations is reciprocal. Current student membership is \$40 (\$32 for state and national dues; \$8 for chapter dues) for a school year.

Eligibility:

Students who are enrolled in an institution of higher education, who are interested in music education, and who are not employed full-time in the field of music education are eligible for Collegiate membership.

Benefits:

- **Leadership Opportunities:** The local chapter will hold elections for officers on a yearly basis. This organization will be largely student run with the help of the faculty advisor.
- **Conferences:** discounted registration at all conferences state, division, national (IMEA)
- **Periodicals:** As part of membership, each member receives the *Music Educators Journal* and *Teaching Music*
- **Updates:** Members can receive regular e-mail updates from NAfME regarding news, updates, and events in music education
- **Discounts:** Members receive a 25% discount on NAfME resources including publications
- **NAfME Online Job Bank:** The online Job Center provides a current listing of open positions for all specialties and levels in music education. Members can also post their background information on-line for employers to view.

Future benefits: Graduating collegiate members will have the opportunity to receive a regular NAfME membership at a reduced rate their first year of teaching

Iowa State University
Curriculum & Instruction ~ Department of Music

Observation of Learning Process

(for use by Music Education Students doing Music Teaching Observations)

Student Name	School Observed (District)
Grade Level	Date
Signature of Teacher being observed	Class/Ensemble Name
Signature of Teacher being observed	Observation Length in hours/minutes

1. Methods of presentation (cooperative learning, teacher directed, etc.)

2. What concepts, objectives, and/or attitudes are being developed?

3. How is the student progress toward these concepts evaluated, assessed, and/or realized?

4. What skills are being developed?

5. Types of motivational techniques

6. Questioning techniques of the students by the teacher

7. How is discipline maintained?

8. Types of assignments (if applicable).

9. Use of media/music technology in learning.

10. Seating arrangement (give diagram, if possible)

Record of Practicum Completion

(Music 480K, section 1, 1 credit)

Practicum I - II - III

(circle the appropriate one)

submit to Dr. (Steele) Royston at the completion of the 24 hour requirement

Student Name

Semester/Year

Teacher

of hrs completed

School/District

Primary Content Area Observed

Grade Level

Teacher Signature

Practicum II Request Form

(taken after Music 366)

Due no later than Friday of 1st week of semester

- *Attach a hard copy of your current class schedule to this form
- *Attach a signed "Expectations of Pre-service Teachers" form
- *Should have a minimum of 2-3 hour un-interrupted block of open time
- *Need to have transportation

Name

Date

Practicum Preferences (level, area, & teachers) in priority of preference

Please identify your Practicum I Placement:

_____ Teacher

_____ School

Practicum III Request Form

(taken concurrent with or after Music 466)

Due no later than Friday of 1st week of semester

- *Attach a hard copy of your current class schedule to this form
- *Attach a signed "Expectations of Pre-service Teachers" form
- *Should have a minimum of 2-3 hour un-interrupted block of open time
- *Need to have transportation

Name _____
Date

Practicum Preferences (level, area, & teachers) in priority of preference

Please identify your Practicum I Placement:

_____ Teacher
_____ School

Please identify your Practicum II Placement:

_____ Teacher
_____ School
_____ Content

Iowa State University
 University Teacher Education Program
 C I 480 K- Music
 Field Based Experience Survey

Use the following scale to record your perceptions:

	Proficient	Acceptable	Developing	Unacceptable
Human Relation -				
The ISU student,				
displayed an eagerness to learn/ take on new tasks.	4	3	2	1
was cooperative.	4	3	2	1
was receptive to suggestions.	4	3	2	1
was punctual, avoided absences.	4	3	2	1
demonstrated respect for all students.	4	3	2	1
respected the confidentiality of students and colleagues.	4	3	2	1
provided a high level of support for students.	4	3	2	1
presented a positive image to students and staff.	4	3	2	1
Communication -				
The ISU student,				
consulted with cooperating teacher on a regular basis.	4	3	2	1
created an atmosphere in which students' ideas were exchanged freely and easily.	4	3	2	1
effectively communicated on student's level of understanding.	4	3	2	1
used appropriate written communication.	4	3	2	1
used appropriate oral communication.	4	3	2	1

Proficient Acceptable Developing Unacceptable

Teaching Effectiveness (If applicable) -

The ISU student,				
implemented teacher plans effectively.	4	3	2	1
encouraged student participation.	4	3	2	1
encouraged activities that were skill level appropriate and engaging.	4	3	2	1
recognized musical interpretation errors.	4	3	2	1
approached correction in a positive manner.	4	3	2	1
consistently conveyed positive non-verbal behaviors.	4	3	2	1

Please check one that applies

- Without reservation, this student is ready for the next field experience.
(Composite score falls between 80 - 100% of total possible.)
- With some reservation, I can recommend this student for the next field experience.
(Composite score falls between 60 - 79% of total possible)
- I cannot recommend this student for the next field experience at this time.
(Composite score falls under 60% of total possible)

Comments that would support your decision on the previous section:

_____ was present a total of _____ hrs. between _____
(Student's name) **(Dates)**

Name of Cooperating Teacher (please print) _____

Signature of Teacher _____ School _____

Upon completion of the required hours, please return this evaluation to Ann Pierce, 133 MacKay
 Iowa State University, Ames, IA 50011

Student Teaching Request Form

(Music 466)

- Meet with Dr. (Steele) Royston to discuss what type of experience you would like
- **Everyone** in Music 466 fills out the form whether the student teaching will occur in the following Spring or the next Fall term
- **Do not contact any teacher under any circumstance or try to arrange your own placement.** You can be assured that you **will not teach** in a setting you have arranged.

Name

Date

Student Teaching Term _____

Desired location:

- 60 minute radius of Ames
- alternative sites for music: Kansas City, Cedar Rapids, Omaha, Aldine, TX (Houston), Chicago, IL
- International (strongly discouraged)

Desired Level, Content, Location & Teacher for K-6 Placement

1st _____

2nd _____

Desired Level, Content, Location & Teacher for 7-12 Placement

1st _____

2nd _____

Expectations of Pre-Service Teachers In School Settings Standards for Professional Behavior and Dress Code

Professional Behavior/Demeanor

Display an eagerness to actively learn and a willingness to seek out new experiences.

Proceed with an attitude that *all students will learn*.

Respond professionally to feedback.

Use appropriate written and oral communication (i.e., avoid use of profanity, slang, and communication structures considered to be excessively casual or informal)

Carefully prepare for all lessons/classes for which you are responsible, consulting your cooperating teacher and/or supervisor well ahead of time.

Avoid absences-unless you encounter an emergency situation (e.g., flat tire on the way to site) or have a legitimate illness (e.g., running a high temperature or vomiting). In such cases you need to contact site personnel and your supervisor *immediately*, as they are planning for your arrival.

Arrive early and leave only after consulting with cooperating teacher unless prearranged.

Maintain a professional relationship with students, parents, cooperating teacher, supervisor, and ISU faculty/staff.

Follow and uphold all school rules, including those regarding drug and alcohol use and sexual harassment, ISU expectations, and legal requirements or obligations.

Demonstrate respect for colleagues, administrators, parents and students and their differing opinions, backgrounds, abilities, and feelings.

Respect the confidentiality of students, colleagues, and parents in written work and in the public arena.

Communicate regularly with your cooperating teacher and supervisor, using them as a resource and contacting them immediately when problems arise.

Professional Appearance

General guidelines for dress and appearance –Teachers, like other professionals, gain respect from their constituents partially through appearance. Therefore, a neat and clean appearance is required at all times. Clothing choices should meet or exceed the standards of your assigned district. All clothing should fit properly (neither too tight nor oversized and sagging) and provide a modest covering (avoid sheer fabrics, plunging necklines, and styles that do not cover mid sections or undergarments).

Specific guidelines (unless stated more stringently by assigned school district):

Grooming –Hair and nails should be clean and neat with attention given to bodily odors. Men must appear clean-shaven, with trimmed beards.

Body Piercings–Other than ears and those with religious significance, body piercings require the approval of the building principal.

Tattoos– Cover them

Footwear– Shoes should be comfortable and clean (e.g., no beach footwear or tattered cross trainers). Sandals can be worn if the district allows this.

Jeans and sweat pants– Jeans of any color are not allowed by ISU standards. Exceptions would be for sanctioned events such as “Casual Friday” or field trips. Sweat pants, yoga pants and loungewear are not considered professional attire. Wearing your best sweat pants is an option *only* for those teaching physical education (HHP).

Questionable wording Garments containing obscene, offensive or gang-related messages, or references to products that are illegal to minors are generally forbidden for students and therefore apply to you.

Good choices for Men:

Collared shirts tucked in, turtlenecks, sweaters. A few districts expect a shirt and tie.

Khaki pants, corduroy or cotton/permanent press pants worn with belts. NO SHORTS.

Good choices for Women:

Sweaters, collared shirts, turtlenecks/crew necks

Casual skirts (denim is fine here) of adequate length to enable bending over and sitting on the floor when necessary

Khaki pants, cotton or corduroy pants worn with belts NO SHORTS.

.....
I have read and understand the above stated expectations and agree to follow them while completing my field experiences at Iowa State University.

Student Signature _____ Date _____

Student Name (Printed) _____

Check point: 468 A/C _____ ST Placement Mtg. _____ Other (describe) _____

Education and the Internet

Use of the internet in education is multi-faceted: it can be very helpful to you as a teacher and it can lead to the end of your career. Here are a few things to keep in mind while you are a student preparing for the teaching profession. Remember, what may seem to be an “innocent” or “private” and personal experience, may become permanent to everyone.

- Be aware that if you have a Facebook or MySpace account – it is beyond your control. Anyone can put something “out there” about you – in words and with photos – without your permission. Even if you have you have a privacy setting, things can still happen. And, are you 100% sure that all of your “friends” will be 100% respectful of you? What may seem to be “funny” to one of your friends may not be funny to you when you are applying for a job. Once it’s on the internet – it’s permanent – it’s “out there” someplace. The same is true for any kind of “record” – if you have a driving violation, shoplifting episode, etc. – even if it you “win” and are told that this has been expunged from your record – it is still “out there” someplace and can come back to haunt you when the background check is done during the process of applying for a teaching license (even applying for admission to Teacher Education).
- Be aware that many people google or review Facebook/MySpace sites: professors who are selecting graduate students, administrators hiring new teachers, insurance companies determining insurance rates, newspapers doing research for articles, etc. Unless your account has a privacy setting, it can be viewed and used by anyone; even then, you are not completely safe. (One study indicated that 88% of employers go online to check out potential job candidates. And, 46% of them don’t hire someone because of what they saw online.)
- Be aware that teachers have given assignments to students to research a topic using the internet. In one case a music teacher had students research pop music groups. The students began the project at school where the computers have been “blocked” from certain sites. However, the students went home and continued the research on their home computer. One student researching Michael Jackson was led to pornographic sites. The parents were not “amused.” Before the furor increased, the teacher resigned from her teaching position.
- Be aware that when you are a teacher, you must have PERMISSION to post any photo of any student. As a student teacher, you can’t even videotape yourself teaching if any students are in the tape WITHOUT permission.
- Be aware that you have two years to earn a standard teaching license. I recommend that you essentially be “internet free” at school except for e-mail. Your school computer is school property. If you accidentally end up viewing a questionable site, it is a permanent record and can be used against you.
- Be aware that teachers are held to a high standard and are on display at all times. With the increased use of digital photography, once a photo (with you in it) is on the internet, it lasts forever.
- Curtail your use of social networks on the internet – increase social networks in person! This is the opportunity for you to improve your social skills in person, which is how you will be judged in an interview for a teaching position. Make sure you have a privacy setting on your account. Again, “friends” can post something quite “innocently” – without realizing the consequences to you and your profession.
- Set high standards for academic and personal success. Emotional intelligence is equally important to cognitive intelligence.