



**MUED495 /595 Fieldwork Experience I -  
Competencies SYLLABUS: MUED495 Fieldwork Experience I**  
**Keith W. Hodgson**  
*Director of Music Education*

**PDE Fieldwork Experience  
Stage 1 - Observation**

**The University of the Arts** *Listed below are the Four Domains of Professional Practice as outlined by educational researcher Charlotte Danielson. In accordance with the Pennsylvania Department of Education, these four domains of professional practice are foundational to all four stages of fieldwork, inclusive of student teaching. Additionally, these four domains of professional practice are currently implemented as the state assessment indicators for both student teachers and professional teachers in the evaluative process.*

**Assignment: Through your 20 hours of observation for course MUED495, you are to reflect and report out on your observations of the classroom(s) you choose to observe in relation to the prompts and question outlined for you on this form. In addition to the four domains of professional practice, observations of assessment practices and differentiation of learning, are also observations to be made, reflected upon and reported on this document.**

*During your 20 hours of observation for course MUED495 you are to collect your observations and then synthesize your observations into a cohesive, clear and articulate report out in each of the sub-categories listed below. You will be assessed on your ability to communicate your findings, and on the depth and scope of observations made and articulated through this document. **This completed document is to be emailed to Keith Hodgson ([khodgson@uarts.edu](mailto:khodgson@uarts.edu)) by the last day of classes**, as designated by the UARTS registrar, for each semester the course is taken.*

*Prior to beginning the MUED495 Music Education Fieldwork Experience I, attendance is mandatory at a training session, to gain a depth of understanding of the Framework for Professional Practice and the six domains expected to be observed, reflected upon and reported on. Attendance at this workshop accounts for 25% of the final grade for this course.*

*Prior to beginning observations for MUED495 and MUED496, approval of your observation site and teacher must be approved by the designated individual overseeing the course.*

**Approval:** Date: \_\_\_\_\_ Print: \_\_\_\_\_ Signature: \_\_\_\_\_

## ***Charlotte Danielson's Four Domains for Professional Practice, paraphrased.***

### **Domain 1: Planning and preparation - core/starting and finishing point.**

*Teaching needs to begin somewhere in order to develop and refine learning over time... and it begins with a solid design = lesson plan. As a teacher you need to not only have the knowledge, but you must be able to design learning, apply the design to your teaching and demonstrate the learning at hand to support student understanding.*

*Planning and preparation deals not only with the WHAT that you are teaching but the HOW you are teaching... and the EVIDENCE that you collect to assess if students understand the learning.*

### **Domain 2: Classroom environment consists of the following:**

*Creating an environment of respect and rapport Establishing a culture for learning*

*Having clear classroom procedures*

*Bring cognizant of student behavior and management*

*Organizing physical space to support the learning at hand*

*Treating students with care and respect... Students remember their teachers by how they are treated. Respecting students as real people... with interests, concerns and intellectual potential.*

### **Domain 3: Instructional Delivery... or... “Can you play the gig”**

*Your delivery is critical to students not only “knowing” the material but beyond this... LEARNING and UNDERSTANDING the material.... Domain 3 is the fulfillment of what you do in Domain 1... Domain 1 is prep for domain 3...*

*Communicating with students clearly and efficiently is paramount to quality instructional delivery*

*Using quality questioning and “deep” discussion techniques to move beyond mere “doing” and into “understanding:*

*Engaging students in learning that is age and developmentally appropriate as well as multi-modal and creative Using assessment in instruction...for the purpose of learning*

*Demonstrating flexibility and responsiveness to support student learning*

*Can you adapt to the needs of the students to benefit learning? How?*

### **Domain 4: Professionalism... It's all about YOU.**

*Communication with larger community, families and parents*

*What distinguishes you from less proficient teachers and colleagues?*

*Reflecting on teaching... and acting on these reflections to make Your teaching and Your classroom better*

*Maintaining accurate records*

*Actively participating in and engaging in a professional educational community... teaching is an art form that matures throughout your career Growing and developing professionally... identifying your professional growth needs and supporting them*

*Showing professionalism... in ALL facets... grooming, dress, how you relate and react to others (teachers, students, administrators, parents), your communication skills with all stakeholders (anyone you impact through your teaching), and your rapport with others.*

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

- *In this domain, you are to observe and reflect upon the essential elements of effective lesson planning, design and preparation of delivery of the lesson. What elements of planning and preparation in this education setting are observed?*
- *How do you know that the teacher has effectively planned the lesson, and prepared her teaching strategies, materials and resources to deliver the content of the lesson? Be sure to address which PA K-12 Academic Standards and/or National Standards for Music Education as designated by NAfME are observed in this lesson?*
- *Are age/ developmental and/or related characteristics of students observed in the learning environment a reflection upon the instructional planning? How do you know? What makes this evident?*
- *Can you observe and identify how learning goals were developed to address individual student needs? If so, how?*
- *How do various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals? What are the resources observed and utilized?*

## **Domain 2: Classroom Environment**

- *In this domain, you are to observe and reflect upon the classroom environment. Closely observe the design of the environment and impact the environment has upon the delivery of the lesson.*
- *Report out on the teacher-to-student and student-to-teacher interactions you observe, and how the environment support and nurtures the learning at hand.*
- *Report out on how classroom resources are utilized to make adaptations and/or accommodations for diverse learners in the classroom.*

### **Domain 3: Instructional Delivery**

- *In this domain, you are to observe and reflect upon the instructional strategies utilized by the teacher to effectively support student understanding and awareness of the main goals and objectives of the learning.*
- *What effective verbal and non-verbal communication strategies are used?*
- *What effective questioning and discussion techniques are used by the teacher?*
- *How is technology used as a teaching and/or learning tool?*
- *How are students actively engaged in the learning during instructional delivery?*
- *What are the methods of communication used to effectively achieve the instructional goals? What types of communication are used to establish procedures? What forms of communication are used to deliver the content of the learning?*

## **Domain 4: Professionalism**

- *In this domain, you are to observe and reflect upon the ethical and professional conduct of the educator.*
- *Do you observe that the educator exhibits ethical behavior and professional conduct as outlined in the PA Code of Professional Practice & Conduct for Educators as well as local, state and federal laws and regulations? How?*
- *Do you observe that the educator complies with school policies and procedures regarding professional dress, attendance and punctuality? How?*

## **Assessment:**

- *Reflect upon the assessment strategies used, both formative and summative in nature.*
- *What types of formative assessment (during learning assessing) and summative assessment (after learning assessing, and typically for a grade) strategies are observed?*
- *Is it evident if the educator being observed utilizes assessment strategies to assess their own professional growth through focused self-reflection? if so, how?*

## **Knowledge of Diverse Learners:**

*Reflect upon the ability of the educator to differentiate learning for students with varied learning styles. Is it evident if the educator is aware of the unique characteristics and learning needs of the students in the classroom (age, gender, culture or ability)? How?*

*Is it evident if the educator being observed utilizes effective practices and opportunities to communicate with and engage families, caregivers, and the broader community? If so, how?*

**Effective Teaching Reflection:**

*In a narrative style of writing, please summarize your observation experiences and how they have created a greater awareness of effective teaching and learning for you as a future musician-educator.*

School / School District \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

20 Hours of Observation Completed



**Instructor:**

Keith W. Hodgson  
Office Hours: M 1:00-2:30 W 1:30-3:00  
Cell: (609) 317-0906 Office: (215) 717-6352  
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**Program Objectives**

- Students have completed the necessary coursework to become certified music educators in a public and/or private school system
- Students understand the essential tenets of music education
- Students understand the importance of standards--based education, quality design and assessment strategies, and foundational teaching methods
- Students demonstrate an understanding and application of the four domains of professional practice through quality teaching and musicianship
- Students demonstrate the application of pedagogical and methodological means to teach music and employ effective teaching methods

The student is allowed only one absence for the semester. Excessive absences or tardiness will affect the final grade for this course. Two tardies constitute an absence. If a student shows up to class more than 20 minutes late, it will be counted as an absence. Students may not leave class early unless written notice is given to the instructor one day in advance. There is no differentiation made between excused and unexcused absences. An absence is an absence.

**Academic Integrity Policy:** Academic Integrity is a commitment to the core values of honesty, trust, fairness, respect and responsibility and their role in ensuring the health and vigor of the academic and creative community. Please note that students are encouraged to contact their instructors and/or the University librarians for guidance in maintaining academic integrity in their work.

**Violations of Academic Integrity:** Violations of academic integrity are considered to be acts of academic dishonesty and include but are not limited to cheating, plagiarizing, fabricating, denying others access to information or material, and facilitating academic dishonesty, and are subject to the policies and procedures noted here and within the course catalogue, including the Student Code of Conduct and the Student Judicial System. Please note that lack of knowledge of citations procedures, for example, is an unacceptable explanation for plagiarism, as is having studied together to produce remarkably similar papers or creative works submitted separately by two students.

**Educational Accessibility:** Students who believe they are eligible for course accommodations under the ADA or Section 504 or have had accommodations or modifications in the past, should contact the Office of Educational Accessibility at 215-717-6616 or [access@uarts.edu](mailto:access@uarts.edu) to arrange for appropriate accommodations and to obtain an accommodations letter, if applicable. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from the Office of Educational Accessibility. Accommodation letters can be provided to qualified students at any time during the semester, but grades earned before the letter is received by the faculty cannot be changed.