



Instructor:

Course Syllabus

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MUED 540 and 541 Elementary Student Teaching and Seminar in Music Education

MUED 542 and 543 Secondary Student Teaching and Seminar in Music Education

COURSE DESCRIPTION

Student teaching is the culminating clinical experience in the Master of Arts in Teaching in Music Education degree program at The University of the Arts and is a mandated component of teacher certification in the Commonwealth of Pennsylvania. Clinical studies allow for students to apply and put into practice pedagogical, instructional, and professional skills in Pennsylvania Music Education classrooms, and guided by a certified music educator who serves as cooperating teacher. Students are assigned a student teacher supervisor who visits the classroom to collect evidence-based assessment of teaching strengths and needs, supporting the student teacher in growth and development of rigorous and appropriate instructional skills.

The student teaching seminar course provides opportunities for student teachers to engage in reflective practices through the terms of their elementary and secondary placements. Discussion and analysis of varied learning environments, analysis of current teaching experiences in field placements, and the development of portfolios to substantiate placements will encompass the goals and intents of this class. Development and refinement of skills, both instructional and pedagogical, will be addressed in addition to topics related to special learners. PA State certification requirements, resume and portfolio development, PAREAP application completion, searches for career opportunities, and interviewing skills will also be covered. Review of the Pennsylvania Code of Professional Conduct for Educators via the Educator Ethics and Conduct Toolkit will occur through both semesters of clinical studies in the MAT in MUED degree program.

ACADEMIC PROGRAM

This course equips aspiring teachers with the support and reflective practice to grow their teaching skills and refine pedagogical aspects of their teaching in the secondary music education classroom.

Preparation for teacher certification, knowledge and understanding of the four domains of professional practice and portfolio development are also components of this course. This course is taken within the series of secondary courses offered in one of two semesters of the MAT program.

PROGRAM OBJECTIVES

Students in the Music Education division will...

- Have completed the necessary coursework to become certified music educators in a public and/or private school system
- Understand the essential tenets of music education
- Understand the importance of standards-based education, quality design and assessment strategies, and foundational teaching methods
- Demonstrate an understanding and application of the four domains of professional practice through quality teaching and musicianship
- Demonstrate the application of pedagogical and methodological means to teach music and employ effective teaching methods
- Utilize technology in diverse ways as a teacher and in support of student learning
- Communicate and collaborate with peers in diverse musical environments and school communities
- Be creative and innovative musicians who share these musical strengths with their learners through teaching

STUDENT LEARNING OBJECTIVES

To reflect on student teaching experiences to provide growth and development as a music educator.

To design and implement lessons that are age, course content and developmentally appropriate. These lessons will include diverse aural, visual and kinesthetic methods for delivery of content.

To understand the diversity in lesson planning for varied secondary music education environments (ie: general music, music appreciation, ensemble settings, instrumental and vocal courses, music theory, and music technology)

To develop effective classroom management techniques. To learn strategies to keep students focused on learning and on task. To allow for student teachers to be cognizant of the diverse classroom environments in music education and to plan and deliver appropriately and effectively.

To implement creative teaching techniques that will engage secondary learners, and to equip future teachers with the tools to incorporate rigorous and relevant learning in the planning, preparation and delivery of content and concepts.

- **REQUIRED TEXT**

Enhancing Professional Practice: A Framework for Teaching (2nd Edition)

Author: Charlotte Danielson Publisher: ASCD (January 30, 2007) ISBN:

1416606177 (200 pages)

ASSESSMENT:

REFLECTIVE JOURNAL/PROCESS LOG:

Due weekly each FRIDAY during student teaching – posted to the Google Classroom in the correct date.

Students will submit their Journal/Process Logs from their student teaching experiences on a weekly basis. These reflective logs will be written using Microsoft Word or Pages. Any papers received after the due date will result in a zero for the assignment.

Reflective Journal/Process Log Information:

As student teacher, reflect upon the 4 domains of professional practice:

- (1) planning and preparation,
- (2) classroom environment,
- (3) instructional delivery and
- (4) professionalism and your observations and experiences within these domains.

Reflect on the BIG IDEAS of the week: what you have learned, experienced, observed. You are also to include a self--assessment of your teaching from the week. What went well? What do you need to continue to work on? What was surprising or unexpected?

Some prompting questions for consideration of both observing and teaching are...

- Did the lessons engage the students?
- How do you know? How was this made evident to you?
- Were learners engaged and active participants?
- Were the students prepared and able to understand the learning?
- Was the learning relevant to the actual concepts and objective of the week?
- Was the content of the lessons rigorous? How do you know?
- Were there any difficulties with the actual lessons or difficulties with students during the delivery of the lessons? How can you improve upon these challenges?
- Is there a more effective means through which you could have presented the content/concepts? And if so, how?

GRADING:

Student Teaching: Refer to the student teaching grade indicators document posted in the student teaching google classroom

Student Teaching Seminar:

Weekly Reflective Journal/Process Log

Student Teaching Portfolio (Final semester of student teaching only)

University [Grading Policy](#) can be found in the UArts Catalog.

ABSENCES

Due to the compressed nature of this course meeting within seven sessions, attendance is mandatory. Students will have one grade point subtracted from their final grade for every class missed. In addition, missing class will result in a zero for any project due on that specific date. Tardiness will result in a lowered attendance grade for that day, and for every 2 tardy arrivals to class, a grade point will be subtracted from the final grade.

University [Policies on Absences](#) may be found in the UArts Catalog.

Technology

Technology will be incorporated into this course on 2 levels. (1) Technology will be integrated and modeled from a teaching perspective and (2) authentic integration of technology within student learnings and projects will be a component of this course.

[University Policies on Technology](#) can be found in the UArts Catalog.

Academic Integrity Policy

A primary tenet of this course is to prepare students for future professional responsibilities as teachers. The timely arrival to class as well as the weekly preparation of readings and completion of projects is essential. Throughout this course, students will gain an awareness of the four domains of professional responsibility for certified teachers as outlined by the state of Pennsylvania: planning and preparation, classroom environment, instructional delivery, and professionalism. The awareness, modeling and incorporation of these components are paramount to the academic integrity of this course. The application of these domains in our course will positively impact student

growth and prepare future teachers for success in the classroom, school, district, and state in which they teach.

University policy on [Academic Integrity](#) may be found in the UArts catalog.

If students are not clear about what constitutes plagiarism, you might recommend [A Guide to](#)

[Research and Documentation](#); available on the University Libraries website.

Class Format

This course will blend and model varied teaching styles: lecture, group analysis and discussion, multimedia, reading and reflection, collaborative work, and the application of tools and concepts to strengthen the understandings fundamental to this course. Projects outlined for completion in this course are to solely be designed and delivered by students, utilizing their own and unique creative capacities coupled with the knowledge gained through research, study and actual class hours.

How to be Successful in this Class

Attend class! Be an active participant in class discussion and dialogue. Complete assigned readings and projects... everything designed within this course is intended to help you to become a successful Music Educator. The time and devotion of your studies and the expansion of your Musical understandings will be valuable tools which will ultimately benefit the students that you will one day teach.

University policy on [Academic Progress and Student Responsibility](#) can be found in the UArts Catalog.

Disability Services

Any student eligible for and requesting academic accommodations due to a disability should provide an Accommodation Form from [Disability Services](#) within the first two weeks of the semester.

PLEASE REFER TO THE GOOGLE CLASSROOM for STUDENT TEACHING and the MAT HANDBOOK FOR ALL PERTINENT INFORMATION REGARDING STUDENT TEACHING.

THE STUDENT TEACHING SEMINAR COURSE OUTLINE IS FLUID AND CHANGES EACH SEMESTER DEPENDENT UPON TOPIC CHOICE, STUDENT NEEDS, AND GUEST PRESENTERS.

TOPICAL OUTLINE:

FALL and SPRING SEMESTERS:

Pennsylvania Code of Professional Conduct (PDE Ethics and Conduct Toolkit)
Weekly group reflection and discussion about current teaching experiences and observations
Guest clinicians/presenters
Designing high quality lessons

FALL SEMESTER:

Praxis Exams for Music Education (fall semester)

SPRING SEMESTER:

Resume building / UARTS Career Services
Interviews in Education
Pennsylvania and New Jersey Certification - how to apply
Searching for jobs/considering full-time and long-term sub positions
PDE TIMS (Teacher Information Management System) - establishing a profile



MAT CAPSTONE PROJECT



THE UNIVERSITY
OF THE ARTS

School of Music
Music Education Division

Student Teaching Capstone

MAT in Music Education: Student Teaching Capstone Assignment – PORTFOLIO DUE: Last week of student teaching in the final MAT semester

The portfolio is a collection of documents that will be developed over the course of the MAT student teaching experience. These materials must be submitted in well written Microsoft Word or Pages documents, converted to PDFs. All lesson plans included in the portfolio must utilize the **UARTS lesson template**. The portfolio will include the following documents, all of which you will create over the student teaching experience. **The portfolio must be presented in a digital format – we will use Google Drive.**

- 1. Your philosophy of music education**, written during the MUED 603 course, will be a point of entry for this portfolio. After the first week of teaching, you will revisit and reflect upon your philosophy and edit/revise after the application of observing and teaching has occurred during the first week of your placement. The philosophy will then be revisited in the final two weeks of the seminar course and revisions/edits to the philosophy after your student teaching experience will be made.
- Lesson plans**: The lesson plans that become a portion of your portfolio should be those exemplary lessons which on paper not only are sound and thorough documents, but your experiences in delivering the lessons substantiated your planning and preparation. Here are the portfolio expectations for lessons plans:
 - A minimum of **5 lesson plans** are included
 - All lesson plans utilize the **UARTS lesson template**
 - All lesson plans included will also contain a **1 page narrative reflective of the lesson plan** (make certain to include the objective of the lesson), the actual thought and creativity that went into the design of the plan, how you feel you performed in delivering the lesson and how you perceived the student engagement and understanding of the content/concepts that you delivered.
- Narrative**: A narrative document reflective of your experiences throughout your student teaching placements in relation to the 4 domains of professional practice. This narrative will include one page per domain, which documents your perceptions and potential transitions in thinking, feeling, learning and understanding through the four domains from entry to exit of your student teaching placement. The four domains consist of:
 - Planning and Preparation / - Classroom Environment / - Instructional Delivery / - Professionalism
- Professional Resume(s)**: Think about having 2 - one for performing and one for education

- 5. Suggested components of the portfolio**, in addition to the 4 required sections listed above, are as follows:
 - Letters of recommendation, awards, and other notable accomplishments throughout your undergraduate and graduate study,
 - Undergraduate and Graduate transcripts (original documents),
 - Originals or Copies of ALL clearances and TB Tests (in a clearance folder),
 - Scores from Praxis Exams,
 - Pictures from your student teaching placements of you in action in as many diverse classroom environments as possible,
 - Repertoire list of music rehearsed/performed during student teaching.

Additional Ideas:

- ONLINE PORTFOLIO
 - Personal / Professional Website:
- VIDEO DOCUMENTATION:
 - Recital Performance
 - Video clips of you playing all secondary Instruments - Conducting final video
 - Sample lesson teaching video
 - Documented accomplishments
- PHOTOS

Final Student Teaching Grade Assessment Scale

WHAT IS CRITICAL IN THE ASSESSMENT OF A STUDENT TEACHER'S PERFORMANCE IS THEIR RECEPTIVITY TO FEEDBACK FROM BOTH THE COOPERATING TEACHER AND THE SUPERVISOR... AND THE IMPLEMENTATION AND EVIDENCED GROWTH FROM THE FEEDBACK.

Grade of A

- * Exemplary work completed as a student teacher throughout the placement with significant response to feedback leading to improved skills, growth and teaching. Strong receptivity to feedback and implementation of new strategies to improve instruction over time.
- * Student exhibits a strong work ethic, is consistently well prepared, timely, and professional.
- * The student teacher reaches well beyond the foundational expectations for both time and commitment to their student teaching efforts.
- * The student teacher has a clear understanding of quality lesson design that incorporates age and developmentally appropriate learning, repertoire, materials and resources that is creative and intellectual.
- * The student teacher consistently provides a classroom and learning environment that is safe, nurturing, and dynamic.
- * The student teacher possesses exemplary instructional delivery strategies, is articulate, and clearly puts into practice the lesson designed.
- * Professionalism, in all facets, is exemplary.

Grade of A-

- * Solid foundational work completed as a student teacher through the placement with response to feedback. Improvement in skills, personal growth and teaching is exhibited, and the foundational teaching skills necessary are exhibited.
- * Student displays quality work ethic, is well-prepared, timely and professional.
- * Student completes the contractual obligations of the student teaching schedule.
- * The student teacher exhibits growth in their ability to effectively plan and prepare, to design lessons which are age and developmentally appropriate, and to select materials and resources which meet the learning goals of the lesson.
- * The student teacher creates a safe learning environment, and uses positive feedback to guide the learning.
- * The student teacher's instructional delivery has a foundational cohesiveness which exhibits the ability to effectively deliver the design of the planned lesson. It is evident that the student teacher has clearly and consistently prepared and that the design of the lesson matches the delivery of instruction.
- * Professionalism, in all facets, is evidenced.

FINAL CAPSTONE PORTFOLIO (LINK to Google Drive Folder) SHOULD BE EMAILED TO THE DIRECTOR.