

**Student Teaching In Music**  
**MUE 4790 CRN: 21452**

**Days/Time: Daily**

**Instructor: Eric Bradshaw**

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**CATALOG DESCRIPTION: Prerequisites:** All required coursework in the professional sequence, and admission to the COE Teacher Education program. Guided professional experience in schools, including observations, participation, teaching and other related activities.

**RATIONALE:** Student teaching provides a capstone experience for pre-service teachers.

**TEXT:** Valdosta State University Student Teaching Handbook.

**COURSE OBJECTIVES:** (Numbers in parentheses following objectives refer to the College of Education Conceptual Framework Standards.)

1. Candidates will plan and implement lessons, including the use of technology, appropriate for students' abilities and subject content area. They will reflect upon their effectiveness in journal form and dialogue with supervisors. **DOM: 1, 2, 3, 4, 5; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning; III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism**
2. Candidates will work collaboratively with team members to evaluate students' learning and their own pedagogy. **DOM: 2, 4, 5; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning; III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism**
3. Candidates will participate in all professional teacher activities related to their site placement. **DOM: 1; COE-CFS: VI Professionalism**
4. Candidates will attend university professional practices seminars. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during student teaching and to provide guidance in the compilation of the professional electronic teaching portfolio. **DOM: 1, 2, 3, 4, 5; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning; III Learning Environments, IV**

## **Assessment, V Planning and Instruction, VI Professionalism**

### **DEPARTMENT OF MUSIC – EDUCATIONAL OUTCOMES:**

1. Acquire foundational perspectives in educational philosophy, psychology, sociology, and history.
2. Develop skills in and functional knowledge of conducting, rehearsing, and wind, string, fretted and percussion instruments and/or voice performance.
3. Develop the ability to apply analytical and historical knowledge of curriculum development, lesson planning, and daily classroom and performance activities.
4. Develop skills in assessment and evaluation strategies.
5. Acquire the ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings.

### **College of Education Valdosta State University Conceptual Framework: Guiding Principles**

**Dispositions Principle:** Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a life-long process of development and growth.

**Ownership Principle:** Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact Principle:** Effective practice yields evidence of learning.

**Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development. **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.

III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

**TECHNOLOGY ADDRESSED:** The use of a variety of technology, to include but not limited to, computers and audio equipment is an integral component of this course. It is expected that technology will be implemented into the professional teaching, learning, and communication process as appropriate in accordance with the Georgia Technology Standards for Educators.

**COURSE REQUIREMENTS:**

(Requirements can be used as artifacts for the electronic portfolio to demonstrate your ability to meet the Conceptual Framework Principles.)

**1. ESTABLISH PROFESSIONAL PEER RELATIONSHIPS**

Establish clear exchange of information with your mentor teacher. Share information about Valdosta State University's departmental requirements and dates you are required to attend meetings on campus. Develop a calendar with your mentor teacher at the beginning of the semester to reflect timelines and expectations. Good communication is a must!

**2. DAILY NOTEBOOK** a. This is to be available daily at your student teaching site as a record and reflection of your daily activities and growth and development. It is not turned in, but VSU supervisors will check your notebook at each visit. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning; III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism**

3. SCHEDULE FOR SUPERVISION Provide a copy of your class schedule (daily and weekly) to your university supervisor within one week from orientation. Keep it updated as your schedule changes. In addition, provide all necessary contact information, including your home phone number, your e-mail address, and the best time to reach you.

4. OBSERVATIONS / SUPERVISOR VISITS There will be 3-5 visits from your university supervisor during the student teaching period. In preparing for your formal observations, you will need to schedule a small block of time (15 to 30 minutes) for a pre-conference. At this time, you will share your plans for your lesson. Please make sure that your university supervisor has a copy of your seating chart and any worksheets, materials, and/or texts to be used during the observed lesson. In addition, your notebook with all lesson plans and reflections should be current and available for review. Remember, your lesson plans should be creative, exciting, stimulating, and innovative. All of your students should be involved. Your university supervisor does not want to do an observation on students completing worksheets. At the conclusion of each observation, plan to meet with your supervisor and discuss the lesson. Make arrangements with your mentor teacher for them to take over the class for approximately 30 to 60 minutes after the observation, so that you and your university supervisor can leave the classroom. (Pre-plan a quiet place to meet for your post-conference.)

5. VIDEOTAPING It is your responsibility to determine your school's policy about videotaping and to follow established procedures. This should be one of your beginning activities, as you will more than likely be required to have student/parent permission forms signed. You are required to submit a videotape of teaching a lesson, along with a typed reflective critique. Your reflective critique should be written in narrative form and cover: 1) your lesson opening; 2) quality and variety of instructional methodology; 3) variety and descriptions of student interactions; 4) your closing and review of lesson; 5) your classroom management of students (things that were effective, ineffective, etc.); and 6) your classroom "with-it-ness", demeanor, movement, involving all students, etc. Include what changes you would make the next time you taught this lesson, as well as your insights on what you learned about yourself and your teaching style through this experience. The submitted videotape should be an example of your best teaching and classroom management. Your submission must receive a satisfactory rating for you to pass. If you receive an unsatisfactory rating, you will be asked to videotape again until your product is satisfactory. **A standard VHS tape must be used, OR you can submit a smaller sized tape along with a VHS adaptor.** Your videotape will be ready for pickup during checkout. If it is needed sooner for purposes of using it for a job interview, see your supervisor individually. Videotapes will not be returned by mail. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning; III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism**

6. LESSON PLANS A. **FORMAT** When you begin to teach, prepare detailed formal lesson plans using the department's template that was utilized in your curriculum classes. The "long" and detailed plans will be expected until your university supervisor and mentor teacher determine that you may use a shorter form. Some schools have specific lesson plan formats/templates that are required; these are also acceptable.

All lesson plans must include the following:

1. Objectives – include specific, observable students' performance.
2. Activities/Procedures – Number and list specific and detailed steps you will follow during instruction. Reference each to the appropriate objective.
3. Materials – List the materials you and the students will need. Reference each to the appropriate activity/procedure and objective. Include a copy of each worksheet/handout you will use.
4. Assessment/Evaluation – Tell what and how you as the teacher will evaluate the students' performance to determine if the student has mastered the objective. Reference each to the appropriate objective(s). Write the evaluation in terms of what the teacher will do to determine whether or not the students have reached the objective and the instrument/activity that will be used. If you use "observation", include the condition and the criterion.
5. QCC's are expected to be on lesson plans by schools and the department.
6. Utilize technology-connected lessons where students are actively engaged with technology whenever appropriate.

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B. ELEMENTS OF AN EFFECTIVE LESSON Instruction

1. Review previous lesson by engaging students in similar or same activities and ask appropriate questions.
2. Teach – activities, procedures, materials go here. All activities must be related to an instructional, concept-based learning objective.
3. Guided practice – what the activity will be with your supervision.
4. Independent practice – what you expect students to complete without your help.
5. Evaluation/Assessment (doesn't have to be a test and should occur daily) – How do you know that your objectives were met?

**C. CREATIVE, STUDENT-INVOLVED LESSONS**

Be creative. Don't stand on the podium, at the piano, or next to the CD player constantly. Interaction between you and your students should be a high priority in the planning of the your lessons. During the observation, your university supervisor will be looking for different approaches to teaching.

## **COURSE EVALUATION**

All of the above areas must receive an evaluation of satisfactory to receive a “Satisfactory” grade for student teaching. Your university supervisor determines your grade based upon satisfactory ratings of stated requirements and satisfactory evaluations of your teaching performance by the classroom mentor and university supervisor.

## **ATTENDANCE POLICY**

The Music Education Department has a policy of no excused absences. This means that missed time from student teaching needs to be made up. Excessive absences or an unexcused absence will be handled on an individual basis. 1. Student teachers are to contact:

the mentor teacher, the school, and the university supervising teacher.

2. All missed time is to be reported and made up.

If you are required to make up days beyond the date set for graduation, you will still be able to graduate with your class, provided all other requirements are met. You will, however, be given an “Incomplete” until your days have been made up. At that time, you will contact your university supervisor to inform him or her that you have completed your requirements. In turn, the VSU paperwork will be submitted for your grade to be changed to “Satisfactory”.

**COE-CFS: VI Professionalism POLICY STATEMENT ON PLAGIARISM AND CHEATING** The full text of this policy is available in the College of Education Dean’s Office, EC room 227. The following penalties will be enforced, as stated in the Policy: **FIRST OFFENSE:** The student will earn a “0” on the assignment, test, project, etc. **SECOND OFFENSE:** The student will earn the letter grade “F” for the course. **THIRD OFFENSE:** The student will earn the letter grade “F” for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.) **SPECIAL NEEDS STATEMENT MUE 4790 Syllabus 8**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty). **Get to know your students, your university supervising teacher, your mentor teacher, your administrators and faculty. This experience is what you make it, so make it the best and enjoy it!**