

MUE 4800: STUDENT TEACHING SEMINAR**2-0-2****Days/Time: TBA****Classroom: TBA****Instructor: Lynn Corbin****Email: lcorbin@valdosta.edu****Phone: 229.333.5804****Office Room: FAB 254****Office Hours: posted****COURSE DESCRIPTION:**

Prerequisite: concurrent registration in MUE 4790. A reflection on educational practices and refining of concepts that emanate from student teaching experience and completion of the professional electronic teaching portfolio.

RATIONALE: An opportunity for constructive reflection and guidance related to the student teaching experience.

TEXT: Valdosta State University Student Teaching Handbook

COURSE OBJECTIVES:

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

Upon completion of this course, candidates will be expected to:

- Be accountable for professional behavior at their work site.
DOM: 1; COE-CFS: VI Professionalism
- Be knowledgeable of legal and ethical issues of being a teacher.
DOM: 1; COE-CFS: VI Professionalism
- Implement effective strategies for classroom management and discipline
DOM: 2, 5; COE-CFS: II Knowledge of Students and Their Learning; III Learning Environments
- Describe procedures related to applying and interviewing for teaching positions.
COE-CFS: VI Professionalism
- Utilize procedures for involving parents and community members within the educational goals and activities of the school and classroom.
DOM: 1; COE-CFS: VI Professionalism
- Describe community and school resources and methods for referral that support students' learning and well-being.
DOM: 1; COE-CFS: II Knowledge of Students and Their Learning; III Learning Environments, V Planning and Instruction, VI Professionalism

- Describe the importance of assessing at every level of learning.
DOM: 4; COE-CFS: IV Assessment
- Implement best teaching practices that have proven to be effective and have a positive impact on student learning. **DOM: 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
- Demonstrate by production of an electronic professional teaching portfolio, professional teaching characteristics that exemplify VSU College of Education Conceptual Framework Principles. **DOM: 1, 2, 3, 4, 5;**
COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning; III Learning Environments, V Planning and Instruction, VI Professionalism

DEPARTMENT OF MUSIC – EDUCATIONAL OUTCOMES:

1. Candidates will apply analytical and historical knowledge to \ curriculum development, lesson planning, and daily classroom and performance activities.
COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning
2. Candidates will demonstrate skills in and functional knowledge of conducting; rehearsing, and wind, string, and percussion instruments, or voice performance.
COE-CFS: III Learning Environments. IV Assessment. V Planning and Instruction, VI Professionalism
3. Candidates will apply assessment and evaluation strategies in lesson and rehearsal planning and implementation. **COE-CFS: II Knowledge of Students and Their Learning, III Learning Environments. IV Assessment. V Planning and Instruction, VI Professionalism**
4. Candidates will teach music at various levels to different age groups and in a variety of classroom and ensemble settings through guided experiences, including student teaching and field experience. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments. IV Assessment. V Planning and Instruction, VI Professionalism**

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 in accordance with the Georgia Technology Standards for Educators.

COURSE ACTIVITIES AND REQUIREMENTS:

1. Candidates will attend all required seminar sessions at designated dates and locations. The instructor will provide you with a list of meeting dates, times, and room location.

COE-CFS: VI Professionalism

2. Candidates will participate in activities during sessions, completing forms and activities, including e-mail responses, as required.
COE-CFS: VI Professionalism
3. Candidates will complete electronic teaching portfolios by the specified date.
COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction
4. Candidates will produce a video and written critique of a lesson being taught that exemplifies their best teaching and classroom management. The video and critique should follow guidelines and be submitted by the specified date.
COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning; III Learning Environments, IV Assessment, V Planning and Instruction
5. Candidates will select a “Best Practice” that they have learned and will present it to the class. A “Best Practice” can be an organizational strategy or an activity that has proven to be very effective and has a positive impact on student learning.
COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism

COURSE EVALUATION:

Evaluation will be “S” (satisfactory) or “U” (unsatisfactory) based upon:

1. Attendance and participation at seminars and meetings and responses to e-mails. Professionalism means being accountable for meetings, assigned tasks, and professional behavior. Any absence or late attendance without prior notification could result in an unsatisfactory grade for the Professional Practices Seminar. Absences are required be made up.
COE-CFS: VI Professionalism
2. Submission and satisfactory rating of electronic teaching portfolio.
3. Submission and satisfactory rating of video and video critique.

ATTENDANCE POLICY:

Attendance is required in keeping with University and departmental policy. Missed classes must be made up.

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

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).