

Student Teaching in Instrumental Music EDUC 400-020

Spring

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Course Description:

Welcome to the student teaching semester! Through the courses and field experiences that have preceded this semester, you have been developing the roles and dispositions of *scholar, problem solver, and partner*. As a teacher candidate at the University of Delaware, you have discovered the importance of thoughtful analysis and continual revision of approaches to teaching and learning. In this, your student teaching semester, you now have the opportunity to apply, adapt, and revisit all that you have learned about teaching and learning as you serve the students and adults within the school and community settings in which you are placed.

Course Contents and Goals

The primary goal of the student teaching semester is to provide you with the opportunity to be a reflective practitioner serving diverse communities who assumes, integrates, develops, and refines three related and critical professional roles: scholar, problem solver, and partner.

As a scholar, as a problem solver, and as a partner you will be organizing content for student learning (planning), creating an environment for student learning (management), teaching for student learning (lesson execution), and developing your professional skills and relationships (teacher professionalism). You will also be developing several other important dispositions and values. These include:

1. Self-reflection, which will enable you to critique your performance and to make and support judgments and instructional decisions with evidence about the learning of individuals or groups of students.
2. Deeper insight into the nature of the learning process and greater knowledge of human development.
3. An understanding of the roles of the many different individuals engaged in the teaching-learning process and of collaborative partnerships that can work for common purposes.
4. Realization of the importance of your own personal and professional goals.
5. Proficiency in instructional competencies and classroom management techniques through direct experiences and the thoughtful analysis and revision of approaches
6. Knowledge of the resources and materials available to the classroom teacher and the ability to adapt and/or incorporate available resources and materials into the instructional program.
7. Increased skill in performing routine administrative duties including the maintenance and submission of required records and reports.

Course Requirements

1. Organize content knowledge for student learning. That is, you will:
 - a) Become familiar with relevant aspect of students' background.
 - b) Articulate clear learning objectives which are appropriate for your students.
 - c) Demonstrate an understanding of the connections between content learned previously, the current content, and that which remains to be learned in the future.
 - d) Create or select appropriate teaching methods, learning activities, and instructional materials or other resources.
 - e) Create or select evaluation strategies that are appropriate to the students and aligned with lesson objectives.
2. Create an environment for student learning. That is, you will:

- a) Create a climate that promotes fairness.
- b) Establish and maintain rapport with students in ways that are appropriate to their developmental needs.
- c) Communicate challenging learning expectations to each student.
- d) Establish and maintain consistent standards of mutually respectful classroom interaction and behavior.
- e) Make the physical environment safe and conducive to learning.

3. Teach for student learning. That is, you will:

- a) Make learning objective and instructional procedures clear to students.
- b) Make content comprehensible.
- c) Build professional relationships with colleagues to share teaching insights and to coordinate learning activities.
- d) Monitor students' understanding, provide feedback to assist learning, and adjust learning as the situation demands.
- e) Use instructional time effectively.

4. Demonstrate teacher professionalism. That is, you will:

- a) Reflect on the extent to which instructional objectives were met.
- b) Demonstrate a sense of efficacy.
- c) Build professional relationships with colleagues to share teaching insights and to coordinate learning activities.
- d) Communicate with parents or guardians about student learning.

Professionalism in Writing and Speaking

The highest level of professionalism will be expected on all of your written communications and the work completed for your e-portfolio. The use of correct grammar, with the avoidance of slang and colloquialisms will be expected throughout all of your work.

Additional Activities

Teaching is not a "9 to 5" occupation. Be prepared to attend faculty meetings, inservices, conferences, school programs—all of which may occur before school in the morning, after school or in the evening.

Job Fair

You will be excused from student teaching to attend the UD Teacher Job Fair.

Spring Break

You must follow your district's schedule for Spring Break even though it will be different from the UD Spring Break. You will continue to be observed during the UD Spring Break.

Course Assignments

1. By the end of the first week of school provide your supervisor with a copy of your schedule.
2. Touch base with your supervisor by e-mail, phone, or in person on a weekly basis.
3. Videotape yourself teaching 3 times in different settings. Write a 1-page pre-video viewing reflection of your teaching, then view the video and write a 1-page post viewing reflection. Include these reflections with your e-portfolio.
4. Observe 2 other classrooms/teachers and write a written report based on your observations and in light of the Pathwise domains. Ideas include:
 - Outstanding music or academic teacher in the district
 - Special needs class
 - Another student teacher
 - A regular classroom

5. Compile a thorough portfolio of materials, lesson plans, programs, handouts, tests, observations, journal and videotapes of your teaching. (See next section: ePortfolio.)

Create an ePortfolio (student teacher "notebook")

Student Teacher Notebooks are to be submitted on a CD. *Please save everything as a .pdf file.*

There will be seven sections you will need to develop and maintain **as you progress through the semester.**

■ You will submit 2 CDs in total.

- 1 at the conclusion of your first placement
- 1 final version at the conclusion of your second placement

*Each cd is a culmination of everything up until that time. It is **not** a new cd of just material since the previous one.*

Each cd will be reviewed and you will receive comments and suggestions via email.

■ ePORTFOLIO SECTIONS

- **DAILY LOG:** Keep a journal/diary of your teaching experiences and observations. Note teaching techniques that are effective and those that need refinement. Include information about specific students, classroom management techniques, and choice of teaching materials, etc.
- **LESSON PLANS:** All plans should state the following—
 - state/national standards they address
 - specific sequence of activities
 - an assessment strategy.
 - Revise them after the lesson--show how you are a **reflective practitioner.**

Show each lesson plan to your cooperating teacher and get their feedback prior to the lesson.

Even if your cooperating teacher does not use lesson plans, do them.

- **DIVERSITY ANALYSIS:** Select one of your classes from each placement and analyze the diversity of the community of learners. Add to each analysis during each seven-week experience.
 - How would you plan lessons to account for the diversity you perceive?
 - After you have made your analysis, discuss it with your cooperating teacher and document the discussion.
- **SCHOLARLY RESOURCES:** Keep a list of the scholarly resources that you consult during the semester in preparing lesson plans and other assignments. Include web sites and all uses of **technology.**
- **CONNECTIONS:** List ways that music educators can make connections (partner) with
 - Students
 - Families
 - Communities
 - Other professionals
 - Interview your cooperating teacher about this topic.
- **PROBLEM SOLVER:** Show how you were a problem solver in each of these domains:
 - Planning and assessment
 - Classroom management and motivation
 - Instructional execution
 - Professionalism/interaction with parents.

- **ASSESSMENT TOOLS:** Design assessments to record the learning progress of your students. These could be in the form of, but not limited to:
 - Rating forms
 - Tests
 - Performance evaluations
 - Descriptions of an ideal musical performance.

■ VIDEO TAPES

One of the most important aspects of your teaching portfolio will be a videotape of your teaching, rehearsal/classroom management, conducting, and performing. Don't hesitate to use video equipment from your school placement. If there is none available, I will help you borrow UD music department equipment.

Examples of your work should be included on your ePortfolio.

Student Teaching Seminar

We will meet Tuesdays 5:40 – 6:20 p.m. each week to discuss progress and topics of mutual concern. Room 207 in AED.

Supervisors

University supervisors for fall 20057 will be Lloyd Ross.

Mr. Ross Ljross18@verizon.net (302) 743-3464 (cell phone)

Ms. Sarver sarvermb@udel.edu (215) 680-1913 (cell phone)

Your University supervisor will visit you a minimum of four times in each location. Send your supervisor a copy of your teaching schedule as soon as you know it. If you are not at your assignment long enough to be included in a concert performance, most cooperating teachers will allow you to return during your second assignment for a few rehearsals and a performance. I will attend as many performances as possible. Send me your dates early.

Absence from Student Teaching

If you are *really sick* and cannot attend student teaching, call the cooperating teacher, your University supervisor and me before school. Don't spend your sick day in the music building practicing for your recital or teaching lessons.

Grading

You will receive a pass/fail grade in student teaching. The University supervisor in consultation with the cooperating teachers will determine your grade.

The criteria are the same as for the clinical component of MUED 479:

- Control the class
- Plan and evaluate lessons
- Achieve musical learning
- Demonstrate professional commitment.

The evaluation form includes punctuality, classroom control, commitment to teaching, knowledge of subject matter, evaluation of students, self-evaluation, student rapport, and appropriate appearance. No cooperating teacher has time for student teachers that are habitually late, frequently absent, unprepared, or unsure of their interest in teaching.

General Information

1. Your student teaching day will typically end between 2:15 and 3:00. You will have time to return to campus for ensemble rehearsals. If you are late to rehearsal due to student teaching, you are excused in Wind Ensemble and Symphonic Band. You **should** volunteer for some after-school

rehearsals or extra teaching. Attend faculty meetings. On in-service days attend sessions with your cooperating teacher.

2. Go to <http://www.udel.edu/teachered/sttch/policies/profconduct.html> regarding professional conduct during your clinical placement. From that website:

“Dress appropriately and professionally. This would include no jeans, T-shirts, shorts, sweat clothes, mini-skirts, see-throughs, midriffs, sneakers, hats, baseball caps, or excessive cologne/jewelry. Exceptions to this might include physical education settings, some field trips, floor activities and other situations as deemed appropriate by your University supervisor. Be sure that you are well groomed.”

3. Before the second semester begins (during Winter Session), contact both cooperating teachers and arrange to visit your schools during the school day. Observe classes and ask about your opportunities. Cooperating teachers will often give you some scores or teaching assignments so you can ready to start at the beginning of spring semester. Your first day of student teaching is Tuesday, February 8. The University will publish Monday, February 7, as your first day, but all cooperating teachers have been contacted letting them know you are involved in ensemble auditions on February 7th and will start on Tuesday.
4. You will be excused from student teaching to attend the UD Teacher Job Fair.
5. You **must** follow your school district’s schedule for spring break, even though it **will** be different from the UD spring break. If you are in UD ensembles or other classes, you will have to attend them even if your district is on spring break and vice-versa. We will continue to observe you during the UD spring break.
6. If you have not completed your UD credential file at Career Services or your Praxis/National Teacher Exam tests for certification, this would be a good time to complete plans for your professional future. Go to <http://www.udel.edu/teachered/current.html> for information about certification.

■ **Your University life and living and sleeping schedules are about to change!**

■ **Do not be late for student teaching.**

■ **Before the semester begins, drive to your school during the morning rush hour so that you know what to expect.**

Student Teaching Advice – (courtesy of Dr. Streckfuss)

1. You must be in **control** of the classroom before you can teach about music or anything else. You must tell students what you expect of them, and stick to your expectations. You are their teacher and not their friend.
2. You must make a **connection** with your students. They must feel that you care about their learning, their performance, their progress, etc. Learn their names. If they sense that you are just going through the motions, they will not respond to your teaching. When you let them know that it matters to you, you will be vulnerable. That’s the scary part, but it’s a risk that is essential to your success.
3. Try to teach through **positive** examples. Avoid negative characterizations.

4. Be sure you know how the music should sound. **Study** your scores/warm-ups, exercises carefully. Sing them and play them. Memorize the first measure and look at the players, not the score.
5. When you begin again at rehearsal letter A, always give a **musical** objective. "Play it again at letter A" is not acceptable.
6. When you begin teaching, you will not be able to hear all the musical mistakes or problems. Work to **develop your ear** and your error detection ability. Listen (and read the score) and make judgments when your cooperating teacher is conducting. You will need this skill and you will improve with experience.
7. When students achieve a musical goal, let them know it. **Express** your delight, pleasure, pride, encouragement, etc.
8. Stop in rehearsal for problems you can fix. Stop only when you know what you will say (or ask). Work on it until there is improvement.
9. Your schedule will be demanding. Use all your free time wisely. Plan tomorrow's lessons in today's free period. Use a lesson plan calendar. Go to the Learning Station or a bookstore.
10. Don't listen to the old guard teachers complaining about students/parents/administrators and telling you it was better in the old days. The old days are not returning. You control the future.
11. Do your portfolio as you go. Take daily notes. Use a laptop if available. UD has them for loan.
12. Take the initiative. Ask your coop if you can take the rehearsal, sectional, theory class, etc. **Volunteer**. Don't wait to be asked.