

**Lock Haven University of Pennsylvania
Lock Haven, Pennsylvania**

Department of Performing Arts

**MUSI 4XX Student Teaching and Professional Practicum:
Secondary Music Education**

I. Introductory Information

- A. Department Name:** Department of Performing Arts
- B. Department Catalog Number:** MUSI 4XX
- C. Course Title:** Student Teaching and Professional Practicum: Secondary
- D. Semester Hours of Credit:** 6
- E. Clock Hours per Week:** Student schedule synchronizes with that of cooperating teacher; practicum sessions
- F. Overlays:** None
- G. Restrictions on Student Registration:** Admission to the music education concentration major upon completion of 30 credits, or permission of the instructor

II. Description of the Course

- A. Catalog description:**
Provides a capstone experience for pre-service teachers through the student teaching experiences in a secondary school setting. Supervised practice in classrooms with certified teachers, and regular practicum sessions introduce students to the range and scope of professional educators' responsibilities.
- B. Comprehension description (Optional):** none

III. Exposition

- A. Objectives:** Upon completion of this course, students will be able to do the following:
 - 1. Demonstrate knowledge of subject matter.
 - a. Display extensive content knowledge and an active interest in pursuing extension of their understanding and comprehension.

- b. Effectively use multiple representations and explanations of subject matter concepts that capture key ideas and link them to students' prior understanding.
 - c. Create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several areas and make connections to everyday life.
2. Demonstrate knowledge of human development and learning.
 - a. Demonstrate knowledge of developmental characteristics, with an understanding of individual variation within each area of development (social, emotional, cognitive, physical).
 - b. Demonstrate evidence that the knowledge and skills of each student are being considered.
3. Demonstrate adaptations of instruction for individual needs.
 - a. Provide opportunities for students to feel valued for their potential as as people, and help them to value each other.
 - b. Demonstrate a clear understanding that students' learning is influenced by individual experiences, talents, and prior learning, as well as their language, culture, family and community values and traditions.
 - c. Employ various pedagogical approaches to accommodate variations in learning styles, multiples intelligences, and performance modes.
 - d. Accommodate exceptionalities in the instruction of students with learning disabilities, perceptual difficulties, and physical, mental, and emotional challenges.
4. Demonstrate multiple instructional strategies.
 - a. Select content that is appropriate and links well with students' existing knowledge and understanding, and provides opportunities for students to apply these to new knowledge acquisition.
 - b. Provide activities that cognitively engage all students as they explore content; initiate or adapt activities and projects to enhance understanding.
 - c. Provide instructional materials and resources that are appropriate to the stated instructional goals, and engage students mentally.
 - d. Demonstrate the ability to adjust instruction as needed to maximize student participation and learning.
5. Demonstrate classroom motivation and management skills.
 - a. Provide opportunities for critical thinking and individual problem solving.
 - b. Model behavior that promote harmonious interrelationships, mutual respect, and cooperation.
 - c. Effectively organize and manage resources of time, space, and activity level so a to maximize student productivity.
 - d. Provide opportunities for students to work independently and productively, whether as individuals or in groups.

- e. Effectively monitor classroom activity so as to facilitate optimal productivity.
6. Demonstrate effective communication skills.
 - a. Use spoken and written language expressively, and according to accepted norms for standard American English.
 - b. Provide adequate time to respond to queries and to formulate questions or their own.
 - c. Allow students to assume responsibility for the success of discussions by initiating topics and by making pertinent contributions.
 - d. Consistently communicate in ways which reflect sensitivity to differences in cultural and gender.
 - e. Use a variety of electronic communication tools to enhance instruction, i.e., audio-visual, and the computer as is appropriate.
 7. Demonstrate instructional planning skill and teaching effectiveness.
 - a. Demonstrate functional knowledge of child development and learning style, including exceptionalities.
 - b. Provide materials and resources which support instructional goals, and which engage students in meaningful learning.
 - c. Provide evidence of higher level thinking skills through the presentation of various stimuli.
 - d. Produce lesson and unit plans which reflect an understanding of the concepts to be introduced, as well as logical scope and sequence.
 - e. Demonstrate the ability to elicit predetermined responses, as well as demonstrate the ability to value students original, creative production.
 8. Demonstrate assessment of student learning.
 - a. Use a variety of formal and informal assessment techniques to evaluate student achievement and progress throughout the placement -- e.g., observation, peer assessments, informal inquiry, teacher-designed tests.
 - b. Maintain detailed records of student performance to be shared with those who have a need and a right to know.
 - c. Utilize assessment strategies which are congruent with the instructional objectives necessary for meeting curriculum-based standards.
 9. Demonstrate professional commitment and responsibility.
 - a. Adhere to school policy concerning attire, schedule, comportment, etc.
 - b. Demonstrate flexibility in adjusting to unexpected schedule changes.
 - c. Participate in extra-curricular activities and events, which contribute to the vitality of the school; assume leadership as is appropriate.
 10. Demonstrate fostering of relationships with school colleagues, parents, and community agencies.
 - a. Initiate and engage in professional dialog with colleagues and mentors.

- b. Maintain meaningful communication with parents and community in conjunction with the cooperating teacher,
- c. Identify and utilize community resources to foster student learning.

11. Demonstrate characteristics, skills, and dispositions of a reflective practitioner.

- a. Accurately assess a lesson's effectiveness by citing specific examples of how goals were met, while at the same time imagining alternative strategies to compensate for perceived deficiencies.
- b. Make thoughtful judgments regarding the effectiveness of lessons, and articulate the strengths and challenges encountered in the presentation or each.

B. Activities and requirements:

Successful completing of student teaching requires regular attendance on site and at practicum sessions, as well as demonstration of Interstate New Teachers Assessment and Consortium (INTASC) standard competencies, as defined by the student teaching competency form. The practicum sessions require participation in class discussions, and completion of assignments for the list below, as assigned by the supervisor in charge:

1. Required activities.

- a. School and classroom observations
- b. Written lesson plans
- c. Reflective journal
- d. Video or audiotape of lesson and self-evaluation
- e. Parent contracts (under direction of cooperating teacher)
- f. Statement of Philosophy of Education

2. Optional activities, at the supervisor's discretion.

- a. Resume and letter of application
- b. Sharing of research related to practicum topics
- c. Specialist interview
- d. Substitute folder

C. Major units and time allotted:

Because this is a field experience course, there are no hourly units, per se. Students spend a full semester in school placements, operating on the calendar of the school to which they are assigned, and schedule of their cooperating teacher, including meetings, in-services, and assigned duties. Additionally, supervisors will offer practicum sessions at various times throughout the semester, wherein will be addressed issues of concern to professional educators, most notably the Pennsylvania Code of Professional Conduct and Practice.

D. Materials and bibliography:

1. **Suggested textbooks:** None required.
2. **Other materials:** None required.
3. **Bibliographic support:** The first six (6) of these references are available at the Stevenson Library:

Gordon, Edwin. *The Psychology of Teaching Music*. Englewood Cliffs, NJ. Prentice-Hall, 1971.

Jacques-Dalcroze, Emile. *Rhythm, Music and Education* (translated from the French by Harold F. Rubenstein). New York, London. G. P. Putnam's Sons, 1921.

Jensen, Eric. *Music With the Brain in Mind*. San Diego, CA. The Brain Store, 2000.

Nash, Grace. *Do it My Way: The Child's Way of Learning...* Sherman Oaks, CA. Alfred [publishers], 1977.

Schwadron, Abraham. *Aesthetics: Dimensions for Music Education*. Washington, D.C. MENC, 1967.

Tait, M. J. *Principles and Processes of Music Education: New Perspectives*. New York. Teachers' College Press, Columbia University, 1984.

4. Additional Supportive Bibliography:

Andrews, Laura J. and Sink, Patricia, E. *Integrating Music And Reading Instruction: Teaching Strategies For Upper Elementary Grades*. MENC, 2002.

Brubacher, John W., Case, Charles W., and Reagan, Timothy G. *Becoming A Reflective Educator: How To Build A Culture Of Inquiry In Schools*. Thousands Oaks, CA. Corwin Press, 1994.

Clandinin, D. Jean, Davis, Annie, Hogan, Pat, and Kennard, Barbara, eds. *Learning To Teach, Teaching To Learn: Stories Of Collaboration In Teacher Education*. New York. Teachers College Press., Columbia University, 1993.

- Hubbard, Ruth Shagoury and Power, Brenda Miller. *The Art Of Classroom Inquiry: A Handbook For Teacher-Researchers*. Portsmouth, NH. Heinemann, 1993.
- Burton, Leon H. and Kudo, Takeo. *Soundplay: Understanding Music Through Creative Movement*. MENC, 2000.
- Mark, Michael and Gary, Charles. *A History Of Music Education*. MENC, 1999.
- Moore, Rita A. *Classroom Research For Teachers: A Practical Guide*. Norwood, MA. Christopher Gordon Publishers, 2004.
- National Standards For Arts Education...* MENC, 1994.
- Schön, Donald. *The Reflective Practitioner: How Professionals Think In Action*. New York. Basic Books, 1983.
- Seidel, Kent, ed. *Assessing Student Learning: A Practical Guide (CD-ROM)*. MENC, 2000.
- Smith, Frank. *The Book Of Learning And Forgetting*. New York. Teachers College Press, Columbia University, 1998.
- Spotlight On Making Music With Special Learners (2004)*. MENC, 2004.
- Stauffer, Sandra, ed. *Toward Tomorrow: New Visions For General Music*. MENC, 1995.
- Teacher To Teacher: Music Educators' Survival Guide*. MENC, 2004.
- UPDATE Yearbook. *UPDATE: Applications Of Research In Education*. MENC, 2005.
- Weinbaum, Alexandria, et al. *Teaching As Inquiry: Asking Hard Questions To Improve Practice And Student Achievement*. New York. Teachers College Press, Columbia University, 2004
- Wong, Harry K. and Wong, Rosemary T. *The First Days Of School: How To Be An Effective Teacher*. Mountainview, CA. Harry K. Wong Publications, 2001.

