

**Westminster Choir College of Rider University
Department of Music Education**



***ME 492:
Student Teaching
Fall, 2010***

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Course Overview

Student teaching is the capstone experience of your undergraduate degree in music education. It is place where Critical Pedagogy for Music Education meets the real world and where theory transforms into practice.

The concept of student teaching began in the middle ages when a student, called apprentice, learned a trade by working and studying closely with a master. In the late seventeenth century, Jean Baptiste de la Salle established an elementary laboratory school in Paris whose sole purpose was to provide practice teaching (Johnson, 1968). In colonial America, a student learned to be a teacher by serving as an apprentice for a schoolmaster before becoming a teacher (Haberman, 1982). In 1823, Reverend Samuel Hall established the first American private normal school in Concord, Vermont to train teachers. He allowed third-year students to practice demonstration lessons on a few pupils. In the early years of the twentieth century, universities began to establish schools and colleges of education. At the University of Chicago, Dewey opened one of the first lab schools where students could practice teaching under the supervision of a head teacher. In 1920, the Association for Student Teaching was formed, and within the next several years, most states began requiring practice teaching for certification. In addition, many teacher preparation programs began to send their students off campus for practice teaching. During the 1950s, the term practice teaching gave way to student teaching. The experience of student teaching has remained mostly unchanged is still modeled after the apprenticeship tradition of the middle ages (Johnson, 1968).

References

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Johnson, J. (1968). *A brief history of student teaching*. Illinois: Creative Educational Materials.

Learning Goals

1. To know, understand and be able apply the tenets of Critical Pedagogy for Music Education to lessons and ensemble rehearsals and to teach lessons and conduct rehearsals that are “value-added.”
2. To know, understand and be able to apply the content of previous coursework and your past experiences in classes, applied lessons and ensembles to inform the decisions you make as a student teacher. This includes Critical Pedagogy courses, praxis courses, psychology courses, applied study and choral ensemble experiences.
3. To refine and hone your teaching disposition.
4. To write focusing (essential) questions, behavioral, cognitive, experiential and critical objectives in their correct formats and to ensure that lesson and rehearsal content answers the focusing question and meet the objectives.
5. To integrate technology in meaningful, purposeful and creative ways as appropriate.
6. To integrate formative, summative and integrative assessments as appropriate.
7. To demonstrate the ability to speak and write using proper English that is free from slang, colloquialisms and gender bias.
8. To be an informed and articulate advocate for music education that is empowering and transformational.
9. To meet INTASC standards.
10. To demonstrate mastery of the “Understanding by Design” and “Reciprocal Teaching” models.

11. To demonstrate your ability to be reflective and introspective. That includes your ability to graciously accept feedback (which might be negative) and to address concerns from your cooperating teacher, your Westminster supervisor and professor with a positive attitude.

Additional Goals

12. To apply for New Jersey teacher certification.
13. To use the piano and guitar in teaching as appropriate.
14. To create a professional website replete with philosophies, plans, observation reports, and teaching videos.
15. To create a professional resume and appropriate cover letter.
16. To initiate a placement folder in office of Career Services.
17. To take and pass the PRAXIS exam.
18. To read, reflect upon and integrate the most current research and literature into your teaching.

Videos

By the end of the semester, you are to have amassed video clips that show you doing the following:

Reciprocal teaching
An assessment strategy
Six facets of understanding
Conducting
Playing piano
Playing guitar

A classroom management strategy
Accommodating a student with special needs
Using technology, including smart board if available

Lesson/Rehearsal Plans

1. There **MUST** be a plan for every musical engagement with students. You must document lessons on the CP forms. Write one plan per unit and one plan for each choral piece. Then, keep a calendar to indicate where you are on each plan at each class or rehearsal. If your school or cooperating teacher requires a different format, include the missing components on the CP forms and attach them as an addendum to your plans.
2. All lessons and rehearsal plans **MUST** include a focusing/essential question and four objectives. They are:
 - a. Behavioral (what students will be able to do)
 - b. Cognitive (what students will understand as defined in the six facets of understanding)
 - c. Experiential (what students will encounter)
 - d. Critical (what students will perceive differently)
3. All lessons and rehearsal plans **MUST** honor the tenets of CPME. They are:
 - a. Music education is a conversation.
 - b. Music education broadens the student's view of reality.
 - c. Music education is empowering.
 - d. Music education is transformative.
 - e. Music education is political.
4. All lessons and rehearsal plans **MUST** include strategies to address the six facets of understanding. They are: explain, interpret, apply, have perspective, empathize, have self-knowledge.
5. All lesson and rehearsal plans must include an assessment.

6. All lesson and rehearsal plans should include reciprocal teaching and constructivist/connectionist strategies as appropriate. The components of reciprocal teaching are: predict, question, clarify, summarize, and connect.
7. All lesson and rehearsal plans should be available to the cooperating teacher and WCC supervisor at least 24 hours in advance or earlier if requested.
8. All lessons and rehearsals should be student-centered and empower student musicianship. Remember that the over-arching goal of music education is to “empower students to be musicians and in the process change both the students and their teacher” (Abrahams, 2005).
9. All engagements with children in lessons and rehearsals must be value-added.
10. All lessons and rehearsals should address benchmarks of national standards and the NJCCCS as appropriate.
11. All lessons and rehearsals should facilitate the student teacher's ability to meet INTASC standards.
12. All lessons and rehearsals should integrate technology as appropriate.
13. All lessons and rehearsals should be recorded on video as appropriate and practical.

**Successful teachers are proactive
and plan instruction thoughtfully!**

Professional e-Portfolio

You will maintain an e-portfolio during your student teaching experience. Follow the guides in the text (*Creating e-Portfolios Using PowerPoint. 2nd ed*) as you develop your e-portfolio. If you have a site from a PRAXIS class, continue with it and update it. On the home page, include an opening video that talks about who you are as a person, musician, and teacher. Speak to philosophies of music education, teaching, classroom management, assessment and advocacy for music education in the schools. Talk about your strengths as a musician and teacher and goals for your continued professional development. Discuss what you can bring to a school music program that is value added. Hint: Look professional. Check the location where you make the video to ensure that it is appropriate (a dorm room with an open closet and unmade bed is not a good setting). Remember that a principal, superintendent or director of personnel might be viewing your site.

You must address the INTASC Standards during your student teaching experience. In your portfolio, you must include a section with each standard. Include text and video explanations.

Each video clip must have an introduction with explanation. In all, you must include video that shows your ability to play the piano, play the guitar, conduct an ensemble, use technology, apply assessments, adapt instruction for children with learning differences, and your abilities to integrate the six facets of understanding, reciprocal teaching and constructivist/connectionist strategies.

In addition, each week, you are to include a written and/or video blog posting that reflects upon your week and integrates/references a chapter in the *Critical Pedagogy Reader* or an INTASC standard. Written blogs should be 750 words. Video blogs should be no longer than 5 minutes.

You must update your e-portfolio every week. The deadline is 6 PM each Sunday.

In summary, the website includes:

- a. Edited and narrated videos and lesson plans.
- b. A weekly written or video blog that reflects on your week's experiences and relates to a chapter in the *Critical Pedagogy Reader* or an INTASC standard.
- c. All other assignments.
- d. All WCC supervisor observations.

Updates are graded. You will lose points when you do not update your portfolio on time.

The website is to be converted to a PowerPoint and burned to a disc for the final portfolio review and for your departmental file.

Deadlines

1. You must take the PRAXIS test during this semester. Be certain to have ETS report your scores to the college. You take PRAXIS II – Music Content Knowledge – Test code 0113. Registration deadline is October 14 for the test on November 13. **YOU MUST TAKE THE EXAM ON THIS DATE!** The fee is \$130.
2. You must complete NJ certification paperwork and pay the appropriate fees during this semester. The deadline is November 15. The fee is \$190.
3. You must complete a cover letter and resume. This is due December 1.
4. You must initiate a placement folder with Rider University Career Services. The folder must include three references. The deadline is December 1.

Successful teachers meet deadlines!

Professionalism

Attendance:

You are expected to be at your placement site every day. You will follow the calendar of the placement site NOT the Westminster calendar. You are required to be at seminar each week. In the unlikely event that you are unable to attend school, you must call **YOUR COOPERATING TEACHER, AND YOUR COLLEGE SUPERVISOR** as soon as you know that you will not be present. If you must miss seminar, you must contact Dr. Abrahams **IN ADVANCE**. Dr. Abrahams must approve requests **IN ADVANCE** to miss school for reasons other than illness. **GRADES ARE LOWERED SIGNIFICANTLY** when there are attendance issues or a lapse in professional behavior.

You are to arrive on time each day to your placement and to seminar. You should be present when your cooperating teacher arrives each morning. You are to stay at your site until your cooperating teacher leaves for the day. If there are after school, evening or weekend activities at your site, you should be there. The only exception is that you are required to attend student teaching seminar each Tuesday at 4:30. You must leave your practicum site in time to be on time for that seminar.

Attire:

Westminster Choir College is a professional school. We believe that teachers are professionals. Therefore, we expect you to dress as a professional. Business casual is appropriate. Tight, clinging clothing is NOT appropriate. Athletic attire is not appropriate. All articles of clothing must TOUCH. That means, when you raise your arms to conduct, or bend over, your body remains covered. Tops should be conservative and cover appropriately. We lower grades when students do not dress professionally. Follow the lead of your cooperating teacher if you have questions. Remember, you are NOT a student. The pupils perceive you as a teacher! We perceive you as a teacher as well.

Relating to the students and other professional issues:

Do not friend students or allow students to friend you on Facebook, or other social networking sites. **Remember, students are not your friends, they are your responsibility.** There is a difference. Do not allow students to text you or to have your cell number. Do not allow students to call you by your first name. Do not IM students or allow them to IM you. Do not share your email address with students. Do not provide students with access to your blog. Do not drive students in your car. Keep doors open when you are working one-on-one with students. Do not allow yourself to be in situations where you are in isolated areas alone with students. Do not visit students at their homes and do not meet them outside of school.

If you are on Facebook, change the settings so that everything is protected and private: use the "friends only" setting. To see if your profile is properly protected, under privacy settings, click "customize setting," then "Preview my profile." What you see is what your students and their parents can see. Photo albums and videos must be made private separately under "Application Settings."

Do the same for your Twitter account. Check YouTube to ensure that you have nothing posted that is of questionable content. Remove anything that a student or their parent should not see. Expect students to search you, and make choices to protect yourself.

Think twice and then think again before you decide to vent on a blog, Facebook or Twitter. Think twice about the status messages you post on your various personal sites.

Outside engagements:

We expect you to honor your student teaching contract both literally and in spirit. While we realize that you may need to hold a job, we expect that you will decline invitations to participate in recitals, choral performances, or accept parts in plays and musicals. We expect you will not serve as officers in clubs, groups and associations. Instead, we expect that you will devote the semester to your student teaching commitment. You may not register for any classes except Student Teaching and may not take applied lessons during the semester.

Successful teachers are professional!
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Calendar

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| September 7 | First day of Student Teaching. Report to your schools. |
| September 14 | First Student Teaching Seminar at 4:30 PM. Bring your cooperating teacher. Also, bring your laptop and the required texts. |
| September 19 | (Sunday at 6 PM) Updated website due.
In addition, by 6 PM on Sunday September 19, you are to have contacted your Westminster supervisor and provided your contact information, teaching schedule, cooperating teacher's contact information and directions to your school. You will receive half credit for your first observation should you fail to meet this request and deadline. |
| September 21 | Seminar at 4:30, and every subsequent Tuesday. |

September 26	Website updated by 6 PM this date and every Sunday thereafter.
October 14	Deadline to apply for the November 13 Praxis exam.
November 13	Praxis Exam
November 15	Deadline to apply for NJ Certification.
December 1	Deadline to complete placement file. Cover letter and Resume due.
December 13	Last day of student teaching.
December 20	Disc of e-portfolio due to Dr. Abrahams.

Portfolio reviews occur during the final examination period.

Grades

Observations	(6 @ 15 points each)	90 points
E-Portfolio	(12 updates @ 10 points each)	120 points
Proficiencies and Competencies (8 @ 10 points each)		80 points
Play Piano		
Play Guitar		
Conduct		
Reciprocal Teaching/Constructivist/Connectionist strategies		
Understanding by Design		
Assessment		
Adaptation for Learning Differences		
Use technology		
Meet INTASC Standards (10 @ 1point each)		10 points

TOTAL

300 points

Note: Points are deducted from the final total when students are late or absent from student teaching and seminar without calling ahead, demonstrate a lapse in professional behavior, miss deadlines.

Successful teachers solve problems!

What to buy and have

The following are required for the course:

Darder, Antonia, Baltodano, Marta P., and Rodolpho D. Torres. *The Critical Pedagogy Reader, 2nd ed.*
Routledge ISBN: 0-415-96120-3

Montgomery, Kathleen K., and David A. Wiley. *Creating e-Portfolios Using PowerPoint. 2nd ed.*
Thousand Oaks, CA: SAGE. ISBN 0761928804

The following are texts you should own and use during your student teaching experience.

Billmeyer, R. (2004). *Strategies to engage the mind of the learner.* Omaha, NE: Dayspring Printing.

McCarthy, Bernice. *About Teaching: 4MAT in the Classroom.*
Wauconda, IL: About Learning, Inc., 2000.

Simpson, Douglas L, Michael J. B. Jackson and Judy C. Aycok. *John Dewey and the Art of Teaching: Toward Reflective and Imaginative Practices.*
Thousand Oaks: CA: SAGE, 2005.

Wiggins, G., & McTighe, J. (2005). *Understanding by design (2nd ed.).* Alexandria, VA: ASCD (available in hard copy or as an e-book).

Wink, Joan. *Critical Pedagogy: Notes from the Real World.* (3rd or 4th ed.). Boston:
Pearson Education, 2011.

Technology Requirements:

1. A laptop with webcam and mic. You will need external speakers to play musical excerpts when teaching at the practicum site.
2. If you are using a Macbook, you must have the appropriate dongle.
3. The ability to video EVERY TIME YOU TEACH in class and at the practicum. I recommend the Flip. Choose the model with HD quality.
4. A program to edit video and make movies.
5. A personal website using sites.google.com that will integrate your blog, lesson plans, reflections, teaching observations and feedback, INTASC Standards and teaching videos. Instructions for creating the website are on YouTube by searching "Becoming an e teacher."
6. A SKYPE account.

Successful teachers have the materials they need to do their jobs!

Plagiarism

As you complete your assignments, take special care to differentiate your original thoughts and ideas from those of others. Cite the work of others properly. As you cut and paste research from the Internet or download excerpts from the library on-line resources, be careful to keep track of what is yours and what is not. In the unfortunate instance of plagiarism, the professor will follow the procedures outlined in *The Source*.

Meeting the Challenges of this Course

Student teaching is very stressful. As a student teacher you may experience a range of issues that can cause barriers to your success, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to fully reach your potential. Rider University counseling services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the web at http://www.rider.edu/175_555.htm.

If you have any learning issues that require an accommodation, you must inform me of these issues no later than September 21. After that date, I may be unable to make the appropriate adjustments.

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