IOWA STATE UNIVERSITY
Music 366 - Fall 2009

Professor: Dr. Sylvia Munsen        Classes: T & Th, 11:00-11:50 a.m.
smunsen@iastate.edu              Music Hall Room 2

Office/Phone/Hours: Music Hall Room 3, 294-8017
T & Th: 12:00-1:00; other times TBA (due to student teacher observations)

Course: Methods of Music Education
Music education strategies and materials including development of appropriate objectives and plans for general music classes utilizing traditional and multicultural music; evaluating musical learning; overview of Orff Schulwerk, Kodály, and Dalcroze approaches; music in special education; required teaching in lab settings and a practicum (observations) in one school setting.

Expectation:
This is part of your professional program. The course is based on requirements for student teaching and for success as a teacher. We are all colleagues: we will be a contributing member of a team, work together collaboratively and treat each other professionally. Join and be an active member of the ISU Collegiate Chapter of MENC and/or IBA and/or ACDA.

Requirements:
1. Attend and actively participate in all classes including Sept 14 and Nov 1 workshops.
2. Purchase the following texts/materials:
   • Bruner, Jerome. The Process of Education (POE)
   • Hackett & Lindeman. The Musical Classroom (MC)
   • Reimer, Bennett. A Philosophy of Music Education (APOME)
   • Music Education Handbook (MEH) – available only at Copyworks
   • Music 366 Handout – available only at Copyworks
   • videotape
   • soprano recorder
   • 3-ring binder
   • Sail Away (SA - optional)
3. Prepare a portfolio with all professional materials from class including your own notes; take notes every class period
4. Do all readings/assignments: reading, reflecting, preparing, taking notes, discussing.
6. Voluntarily come to one office hour before Sept. 1 and one hour before October 1. If you choose to come, you will have a voice in your student teaching placement.
7. Read/sign/return agreement by designated date.
8. Concurrently enroll in Music 480K, Section 1 (1 credit).

Attendance Policy:
• Attendance is required, just as in student teaching and real teaching
• One absence is excused (this includes illness)
• More than one absence will result in a lower (earned) grade
• Arriving late or leaving early will be documented and applied to the absence
• If you miss five classes, you will need to drop the class

We are what we repeatedly do.
Excellence, then, is not an act, but a habit

Schedule of Topics, Readings, and Assignments:
Aug. 25  Introduction (read POE)
          Learning Styles
Sept.  1  International Curriculum Development – Dalcroze (discuss MC 64-67)
          Kodály (discuss MC 72-77) (begin reading POE)
          Orff-Schulwerk (discuss MC 68-71) (read POE)
          Learning Theory (discuss POE, paper due before class begins)
10     Learning Theory (POE discussion continued)
15     Music Processes/Materials for Grades K-2 (discuss MC pg 2-47 & 111-197)
20     Lesson plans: objectives, strategies, evaluation (discuss MC pg 104-109)
24     Developing the child’s voice—vocal health (discuss MC pg 29-37 & 276-278)
27     attend Music Ed. Seminar – State Teaching Standards (5:00-6:30 pm, Room 130)
29     Curriculum and evaluation of teacher & learner (discuss MC 414-417)
Oct.   1  Music & the Exceptional Child and Cooperative Learning (discuss MC 90-96)
          Prepare for mini-teaching of first lesson plan
6      Lesson Plan I due; begin teaching & evaluating – dress as a professional
8      LP #1 teaching continued – dress as a professional
10     Kodály Educators of Iowa Fall Workshop – optional workshop to attend
13     Music Processes/Materials for Grades 3-5 (discuss MC 199-248)
15     Music and cultural diversity (discuss MC pg 48-63)
20     recorder (discuss MC 272-275) (begin reading APOME, Chapters 4-6)
22     autoharp + guitar + piano (discuss MC 249-271)
27     Prepare for mini-teaching of second lesson plan
29     Lesson Plan II due; teaching & evaluating – dress as a professional
          (re-read APOME, Chapters 4-6)
Oct. 31  Mentor Workshop – held at ISU (required)
Nov.   3  philosophy of music education discussion (APOME – Chapters 4-5)
          philosophy of music education discussion continued (Chapters 5-6)
10     Music Processes/Materials for Grades 6-8 (philosophy paper due)
12     create-an-instrument project presented, Listening Lessons continued
17     Iowa Core Curriculum and Mentor Program with Leon Kuehner
19     Success in Music Teaching
20-21  attend IMEA Conference/All-State rehearsals in Ames
24-26  No class – Thanksgiving
Dec.   1  Music in an Integrated Curriculum (discuss MC 78-89)
          create-an-instrument project due
          written review of Practicum experience due
8      Lesson Plan III due; teaching & evaluating – dress as a professional
10     Closure
14-18  (Finals Week) Music Unit (4 Linked Lessons) due (Final Exam)
      Portfolio due: Music 266 portfolio + journal, philosophy, lesson plans;
      Class Notebook due: class notes, workshop handouts, POE paper

Assignments/Evaluation: You will EARN your grade:
  E-effort   A-attitude   R-responsibility/resourcefulness   N-(k)nowledge
**A** 94-100%  **A-** 90-93%

**B+** 88-89%  **B** 84-87%  **B-** 80-83%

**C+** 78-79%  **C** 74-77%  **C-** 70-73%

**D+** 68-69%  **D** 64-67%  **D-** 60-63%

### Points Assignment

**20** Professional Attitude – demonstrate you are ready to be a teacher and a colleague

**5** agreement

**10** Attend two office hours **voluntarily before Sept. 1** (discuss potential practicum placement) **and Oct. 1** (discuss something from class and your teaching practicum)

**15** **POE** position paper

**45** 3 Lesson Plans (15 points each)

**20** Teaching lesson plans (two for 10 pts each) – **dress in professional teaching attire**

**10** Bulletin Boards (do BB with a partner)

**10** Create a Musical Instrument Project

**10** Piano Proficiency (in class while teaching Lesson Plan I)

**5** Recorder Proficiency (sign-up for time)

**5** Autoharp Proficiency (sign-up for time)

**5** Attend Standards Seminar – submit workshop notes

**10** Attend (Music) Mentor Workshop – submit workshop notes – signed by clinician/teacher

**10** Attend one session at IMEA – submit handout + your notes – signed by clinician or attend another professional music education workshop (e.g. Kodály Workshop Oct. 10)

**10** Philosophy of Music Education position/statement (one page)

— 25 hours of observation in a practicum – **required to wear your ISU name badge**

(taken as Music 480 K, Section 1 for 1.0 credit)

**10** voluntary class discussion (includes **POE & APOME** and leading the discussion)

**30** Music Unit: 4 Linked Lesson and Collection of Materials

**20** Portfolio of all professional materials from 266 and 366

(10?) Quizzes on assigned reading/class discussion

### Notes

- Regarding the 80-hour observation requirement, you must have completed a total of 35 hours (25 from this class – practicum) by **December 5**. Take Music 480 K, Section 1 (1 credit) concurrently with Music 366 to account for the observation hours/practicum.

- If you have a disability and require accommodations, please contact the instructor by the **second week** of the semester so that your learning needs may be met appropriately. You will need to provide documentation of your disability to the Disability Resources (DR) office, located on the main floor of the Student Services Building, Room 1076 (294-6624)

- **Maintaining the confidentiality of Birth to Grade 12 pupils** with whom you observe and/or work during field placements is extremely important and is a legal requirement. Please identify all teachers, administrators and students with non-identifying pseudonyms in journals and observation notes. **DO NOT SHARE** such documents with other students electronically or in “hard” copy.

- **Be professional with all electronic correspondence** – be careful – once it’s “out there” it can’t be erased – remember that other people are able to put things about you on the internet and employers are reviewing potential employees

- All written work is evaluated equally on its content and presentation (grammar, spelling, punctuation, sentence construction).

- Maintain professional portfolio collecting artifacts from identified classes.
Course: General Methods in Music Education

- I have read the syllabus and agree to follow
  - the professional behavior expectation
  - the requirements including the attendance policy
  - the class schedule and assignments.

- I will purchase the required books and take notes each class. I will do all assignments to the best of my ability: reading, reflecting, preparing for discussion and participating in class discussion. I will be academically honest – I will do my own work for individual assignments and contribute my fair share when working on a collaborative project. I will not copy the work of someone else (electronically or otherwise). I will not plagiarize from printed materials; I will credit sources appropriately.

- I will dress appropriately as a future teacher when asked to do so.

- I will treat all people with respect.

- I will utilize electronic communication/data systems during class only for class use.

- I will be an active participant in class regarding class activities. I will refrain from talking and/or whispering to my neighbor while the professor is teaching or a colleague is teaching. I may be asked to leave the class if I do not comply with this rule and this absence will be unexcused. Also, I will not sleep in class. If I do, I will be awakened and asked to leave the room, and that class period will be an unexcused absence.

- I understand that the course is designed to help prepare me for the teaching profession. I will do the assignments as outlined in the syllabus and follow the attendance policy as stated. I will not try to justify work not done or absences and will not expect special treatment. I will not request “extra credit” points at the end of the term. I will not request extensions unless there is a medical emergency. I will plan accordingly and act professional. I understand that if I miss five classes, I will need to drop the class.

- I know that if I am positive and come prepared to class, the learning will be enhanced and we can enjoy each other and learn from each other.

_______________________________
(Printed Name)
_______________________________
(Signature) ______________________ (Date)

Note: In order to earn 5 points, this agreement is due in the professor’s box by Wednesday, August 26, by 4:30 pm.

Music 366
Lesson Plan #1 ~ ISU Standard #5

Due: Tuesday, October 6, 11:00 a.m.
Select a folk song from one of the music series books 1, 2, or 3. Devise a strategy to develop a musical concept appropriate for 1, 2, or 3 utilizing two unpitched percussion. Attach a copy of the song with the lesson plan, which is to be typewritten.

The procedure should include: 1) review the song + body percussion (BP) and 2) review song + unpitched percussion (UP).

Use the following format:

I. Grade Level

II. Behavioral/Musical Objectives
   a. 
   b. 

III. Materials
   a. 
   b. 
   c. etc.

IV. Procedure
   a. motivational statement or activity
   b. warm-up activity (which relates to one of the objectives) *use different song!
   c. review of previously learned material (review from “yesterday”: song + BP)
      1. 
      2. 
   d. new (today: song + transfer BP to UP)
      1. 
      2. 
      3. 
      4. 
   e. closing activity – don’t have to do this time

V. Assessment (ask questions – what will you look for?)
   a. (How will you determine if you have accomplished your objectives?)
   b. (What will you do with this the next class period?)
   c. (What will you continue/repeat, adapt, discard?)

Teaching – Everyone will teach IV c and IV d. The teaching should be limited to 5-7 minutes. Time it! We will sing each song with your own piano accompaniment. Teach the song by rote (as if you are introducing the song). Then do a quick review of the song + BP and then transfer the BP to two UP. Everyone will evaluate himself/herself as well as each other. Your own self-evaluation will be part of your grade. Comments from colleagues will be anonymous. Make enough copies of the song for everyone in the class.

Acceptable (11 - 15 points) Unacceptable (10 or less points)
Select a song from another culture or country and devise a strategy to develop a musical concept appropriate for 4th-6th Grade. Attach a copy of the song with the lesson plan, which is to be **typewritten**. Add two things of your own choice: unpitched percussion, pitched percussion, movement, singing in a round, or a dance (whatever is appropriate to the song/culture). This plan will focus on sequencing; present the ‘new material’ of the basic lesson plan format over three consecutive days. You may need to teach the song alone over two days – especially if using a foreign text. This plan will be an introduction to doing your final unit with four sequenced lessons. Utilizing one of the basil series will help with finding appropriate multi-cultural materials and lesson strategies, however, other sources may be used. Include one paragraph of **extra information about the culture**: music, customs, art, etc. that you can use to enhance the lesson.

Use the following format:

I. Grade Level
II. Behavioral/Musical Objectives (be specific!)
   a. 
   b. 
III. Materials
   a. 
   b. 
IV. Procedure
   Day 1: (teach new song + BP or movement)
      a. motivation!
      b. learn song by rote……
      c. 
   Day 2: (review song and BP or mvmt; transfer to UP, PP, additional mvmt, etc.)
      a. motivation!
      b. 
      c. 
   Day 3: (review song, add final part, put all parts together)
      a. motivation!
      b. 
      c. 
V. Assessment (ask questions – what will you look for?)
   a. (How will you determine if you have accomplished your objectives?)
   b. (What will you do the next time?)
   c. (What will you continue/repeat, adapt, discard?)

**Teaching:** Half of the class will teach this lesson plan. Please provide copies of the song for everyone in class. We will take the opportunity to sightsing the songs. You will teach the “extra” parts (Day 2 or Day 3). Think about us already knowing the song (it’ll be easier since we all have the song) and focus on one of the special additions to your song.

Acceptable (11 - 15 points)        Unacceptable (10 or less points)

**Music 366**

**Lesson Plan #3 ~ ISU Standard #5 and Reading Requirement**

**Due:** Tuesday, December 8, 11:00 a.m.
Devise a listening lesson based on an instrumental recording appropriate for 6th-8th Grade. The lesson plan, which is to be typed following the given format, will include two parts: 1) preparation for listening and 2) listening. Create and attach a listening guide and supply a copy for each class member. **Everyone will share his/her listening guide** identifying the musical selection even though not everyone will teach. The preparation and listening may or may not occur on the same day. Utilizing the basil series and listening recordings will help with finding appropriate listening materials and lesson strategies. **Include an appropriate word narration and music notation for students to read.** Use the following format:

I. Grade Level

II. Behavioral/Musical Objectives (be specific!)
   a.
   b.

III. Materials
   a.
   b. etc.

IV. Procedure
   Assumptions: (state what have they already learned-why are they prepared to listen)
   a.
   b.
   Preparation: (specific preparation for this specific listening)
   a. motivation!
   b.
   c. etc.
   Listening: (provide listening guide/worksheet + narration)
   a. motivation
   b.
   c. etc.

V. Assessment (ask questions – what will you look for?)
   a. (How will you determine if you have accomplished your objectives?)
   b. (What will you do next time?)
   c. (What will you continue/repeat, adapt, discard?)

**Teaching:** Half of you will teach this lesson. Please provide copies of the listening guide for everyone in class. Share at least part of your preparation and have us listen utilizing your listening guide. Limit your teaching to 5-7 minutes. Time it! Depending on the length of your selection, we may only be able to hear it one time; we know that, in general, students need three hearings to identify/determine an objective.

**Note:** The narration (appropriate for the students to read) will be assessed for the reading requirement for the State Standards.

Acceptable (11 - 15 points) Unacceptable (10 or less points)

8

**Music 366 - Fall 2004**

**Final Project: Unit Plan – 4 Linked Lessons ~ ISU Standard #12**

**Due:** December 14 or the day of the scheduled final

Requirements for a unit plan for a general music class for a specified grade level (K-8)
- collection of 8 songs and/or materials organized around a specific content area or theme (suggested topics – not limited to these topics)
• Way Out West (cowboys, westward movement of pioneers)
• Composer of the Month (e.g. Bach, Mozart, Gershwin, Copland, etc)
• Bach to Rock
• Form (Theme and Variation, Rondo, ABA)
• Computer Composing
• Intro to the Instruments of the Orchestra
• Music Around the World (2-3 songs from a different country each month)
• Hawaiian Music (or African or Brazilian, etc.)
• songs accompanied by autoharp and/or resonator bells (2-3 chord songs)

○ utilize National Standards – students should be involved in a variety of ways – at least 6 of the 9 standards over the four lessons
  • singing, performing, improvising, composing/arranging, reading, notating, listening/analyzing/describing, evaluating, understanding relationships with other arts and in relation to history/culture

• identify/focus on an appropriate standard of the ISU-11 in addition to instructional planning
  • student learning, diverse learners, (instructional planning), instructional strategies, learning environment/classroom management, assessment, computer technology related to instruction

• traditional unit format
  • overview of unit
  • grade level
  • collection of 8 songs/listening lessons
    • two specific and detailed objectives for each song

  • four linked lessons utilizing one of the songs/listening examples
    • two specific and detailed objectives
    • materials needed
    • procedure
    • assessment strategies

• Bibliography
  • Identify all sources in a Bibliography at the end
  • Identify each individual song – include one copy of each song or musical selection used

○ include miscellaneous materials
  • bulletin board idea, dance, poem, narrations for students to read, pictures of instruments, etc. (at least two of these)

○ organize in a 3-ring notebook

Examples

• Multi-Cultural Music
  • Sing 2 songs each from Germany, Japan, South Africa, Australia
  • Learn about musical elements: melody, form, rhythm, etc.
  • Include appropriate cultural things: instruments, dances/movement, etc.

• ABA Form
  • Collection of 4 songs in ABA form
  • Listen to 2 pieces in ABA form
• Play 1 piece on PP in ABA
• Create 1 piece for UP in ABA

• Beethoven (can’t use this specific example)
  • Sing 2 songs (e.g. “Ode to Joy”)
  • 4 listening lessons for a variety of his compositions (“Für Elise” – use of motive in B’s 5th Symphony – use of resonator bells to 7th Symphony, etc.)
  • bulletin board + information about the musical life of B (narratives)

Notes
• 2 specific musical objectives
  • “maintain a steady beat” is not enough – how will it be maintained? With BP? UP? I in one part to reinforce AB form?

• Listening selections – must include:
  • listening guides
  • appropriate narrations for students to read
  • CD or cassette tape of each selection

• Units/Linked Lessons will help prepare you for student teaching
  • One unit/linked lessons is required for each 8-week session
  • Will be an artifact for your portfolio of teaching standards

• All materials must be identified by source
  • One xeroxed copy of each song or musical selection used

Assessment
5 pts Good quality songs/listening examples (8)
5 pts Specificity in objectives and appropriate for the grade level
10 pts four linked lessons for ONE of the songs
5 pts Variety of areas of participation via the National & ISU Standards
5 pts Overall unit: overview statement, production, professional presentation, bibliography (identifying all sources utilized and identifying each song/listening example)

Acceptable (22-30 points) Unacceptable (21 or less points)

Music 366 ~ Assignments

The Process of Education - Position Paper ~ September 10
While reading The Process of Education by Jerome Bruner consider the following which will be the basis of your paper and its evaluation:
• Present a brief overview of the main points of the book
• Identify two points in POE, present those points more in depth, and apply them to music education
• 2-3 pages in length, typewritten
• The book does not include music examples – almost all examples are based on science and math. WHY? (discussion)
• utilize paper to prepare two points in which to participate in the class discussion
• All written work is evaluated equally on its content and presentation (grammar, spelling, punctuation, sentence construction)

Bulletin Board ~ Presented throughout semester
Each student will make one bulletin board with a colleague. The purpose of bulletin boards in the schools is for students to learn something about music. The bulletin board will be evaluated on its success as a music education tool and as an aesthetically pleasing product. This is also a requirement for student teaching. The following ideas may stimulate your thinking.

- elements of music:
  - melody, rhythm, harmony, form, timbre, dynamics, (style)
  - faster/slower
  - melodic direction (higher, lower, same)
  - louder/softer (dynamics)
  - style period (Classical, Romantic, Jazz, folk, etc.)
  - composer(s) (Bach, Beethoven, Brahms, Beatles, etc.)
- instrument categories
  - UP: drums, woods, chimes
  - PP: glockenspiels, metallophones, xylophones
  - symphony: strings, woodwinds, brass, percussion
- texture (monophonic, polyphonic, homophonic, mixed)
- form (AB, ABA, rondo, theme & variations)
- basic information (rules, schedules, etc.)

My bulletin board is due Thursday, ____________________________.

Piano Proficiency ~ done when you teach LP #1 (October 6 or 8)
All students must display a basic piano proficiency by accompanying one song, which they choose for one of their teaching assignments.

Acceptable: maintain tempo, play melody + choral accompaniment (chords must be appropriate for the melody) – 1-2 mistakes

Unacceptable: 3 or more mistakes

Recorder and Autoharp Proficiency ~ early November (TBA, outside class)

- Recorder
  - correct notes
  - correct rhythm
  - correct fingering
  - good sound

- Autoharp
  - correct chords
  - strum steady beat
  - sing + play AH

Acceptable: not more than 2 mistakes
Unacceptable: 3 mistakes

Philosophy of Music Education ~ written ~ November 10
Write your philosophy of music education at this time in your career. It should be based on your reading of *A Philosophy of Music Education*, other readings, and our class discussions. This is a philosophy statement, which will be revisited each year as it should be done each year of teaching. This is something you will have to address on your student teaching application and on many applications for jobs. You should also be prepared to present your philosophy in a succinct manner for job interviews. It is something you should rewrite every year.

**Music Instrument Project ~ December 3**
Create a musical instrument that can be used for classroom activities. The instrument will be evaluated on its success as a good sound source, as an aesthetically pleasing product, and on its usability with children. This can be a project you may choose to do with your (future) class. The following ideas may stimulate your thinking: shakers, sand blocks, sounds from nature, wood sounds, tambourines/jingle clogs.

**Practicum (Observation) Hours ~ December 8** (minimum of 25 hours)
Submit a written report regarding your practicum experience. Keep a copy of all forms for your own records. Identify and comment upon one of the ISU-11 Teaching Standards for each day of observation. Please observe the confidentiality clause on page 3. See Music 480K Syllabus in the Music Education Handbook. Put a “tab” in your Class Notebook for this.

**Workshop Attendance (required) (ISU Standard #9)**
- Standards Seminar – Sunday, Sept. 20, 5:00-6:30, Room 130
- Mentor Workshop @ ISU, Sat., Nov. 1, 9-4 (lunch on own)
- IMEA/All-State ~ Nov. 20-21 (attend one session; CMENC State Day is Nov. 20)

**Notes:**
- submit any handouts given and write your own 1-page written report of the sessions
- signature of the clinician or another teacher attending the session (on handout or notes)
- another workshop of equal length can be substituted with permission. Approved substitute workshops: OPUS rehearsals in Scheman on Nov. 19: 8:45-10:45 for 5th-6th, 7th-8th boys/girls, and 9th Grade Choirs, Kodály Workshop on Oct. 10

**Notebook ~ December 14 – utilize a 3-ring binder**
- class notes (taken every class period) and notes from readings
- handouts from workshops/conferences/festivals attended
- review of practicum experience and workshop participation w/ appropriate signatures
- *Process of Education* paper

**Teaching Evaluation ~ ISU Standard #6** (two times during semester)

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
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<tbody>
<tr>
<td>- catching/building interest</td>
<td></td>
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<table>
<thead>
<tr>
<th>Rapport</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>- projecting</td>
<td>a positive attitude toward lesson/students</td>
<td></td>
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</tbody>
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<table>
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<tr>
<th>Teaching Procedure</th>
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<table>
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<tr>
<th>Level of Student Involvement</th>
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</table>
Lesson Plans (SA #5: Instructional Strategies)
Acceptable: include all parts as identified in the outline, follow guidelines and recommendations as presented in class as to appropriate objectives (musical element and musical behavior to reinforce that element) and logical procedure (e.g., BP first and then UP or PP) and present significant detail so that another person could easily follow and teach from the plan.
Unacceptable: 2 or more omissions
Each LP will be graded on a 15-point scale as follows:
Acceptable (11 - 15 points) Unacceptable (10 - or less points)

Unit Plan – Four Sequenced Lessons (SA #12: Methods of Teaching)
Acceptable: include all parts as identified in the outline, follow guidelines and recommendations as presented in class as to appropriate objectives (musical element and musical behavior to reinforce that element) and logical procedure (e.g., BP first and then UP or PP) and present significant detail so that another person could easily follow and teach from the plans, use good quality songs/listening examples, appropriateness for the grade level, variety of areas via the National Music and ISU Standards, overall presentation of the unit.
Unacceptable: 2 or more omissions
Each unit will be graded on a 30-point scale as follows:
Acceptable (22-30 points) Unacceptable (21 or less points)

Professional Attire ~ October 6, 8, 29, December 8
We will discuss the principles for appropriate attire as a professional. There is a difference between being a college student and a professional when student teaching. We will practice wearing appropriate attire on the days you are teaching mini-lesson in class (whether you are teaching or not).

Professional Attitude (ISU Standard #10)
Students must demonstrate a professional attitude in word and deed and at all times (in class and out-of-class) during the semester. This includes:

- courteous behavior towards everyone (verbal, in writing, body language) including greeting people in the hall and giving eye contact
- accepting constructive criticism (which includes praise!)
- being punctual and prepared for class and positive!
- being a good, cooperative, encouraging colleague (in prep. for being a teacher)
- Evaluation based on C&I Behavior Expectations: 1) Be there/stay there, 2) Be prepared, 3) Be engaged, 4) Be respectful, 5) Be ethical/professional
Rated on a 3-point scale: 3 = always exhibits behavior  2= sometimes exhibits behavior
1 = rarely exhibits behavior

**Written Documents**
All written work is evaluated equally on its content (quality of ideas and clarity of presentation) and presentation (grammar, spelling, punctuation, sentence construction, appropriate documentation of sources).

**Content (50%)**
Acceptable: answers questions given or discusses assignment with clarity and focus
logical presentation of ideas utilizing appropriate techniques and formats
including introductory and concluding paragraphs, topic sentences and
development of ideas from paragraph to paragraph
Unacceptable: paper does not answer/discuss the assignment with clarity/focus
ideas are not logically presented (missing one or more parts of the
suggested format)

**Presentation (50%)**
Acceptable: no more than 2 mistakes
Unacceptable: 3 or more mistakes

**Portfolio ~ December 14 – utilize a 3-ring binder**
- Music 266 portfolio
- Lesson plans
- philosophy (formal written and notes for speech)
- Final Music Unit (4-sequenced lessons)

**ISU Teacher Preparation Standards covered in this class** (see MEH)
- #5: Instructional Strategies (3 lesson plans)
- #6: Learning environment/classroom management (mini-teaching)
- #9: Foundations, reflective practice and professional development
  (attend workshops + write reflective paper)
- #10: Collaborations, ethics, and relationships (Professional Attitude)
- #12: Methods of Teaching (unit plan)
  Note: Refer to the **Music Education Handbook** for more information

**Teacher Education Modules:**
- general information about three checkpoints
- http://connect.extension.iastate.edu/utepadmission/

**ISU Music Education**
Shared Behavior Expectations – Class Policies

1) Be there/stay there:

2) Be prepared:
3) Be engaged:

4) Be respectful:

5) Be ethical/professional