Music/CI 417 K, 8 credits (Secondary Music Student Teaching)
Music/CI 417 L, 8 credits (Elementary Music Student Teaching)

Professors:
Dr. Sylvia Munsen smunsen@iastate.edu 294.8017 (o) 292.3680 (h) 451.6105 (c)
Mr. Paul Brizzi pbrizzi@mchsi.com 360.2222 (c)

Course Expectation:
Student Teaching is your top priority. It is the most important ‘class’ you will take at ISU even though your cooperating teachers are not ISU professors. Most of you have been preparing for a career in music for years before arriving at ISU. Take advantage of every opportunity. Go the extra mile. Treat everyone with respect. What you do and how you handle student teaching will be your ‘ticket’ to getting an excellent teaching position.

Requirements:
1. Attend school and come prepared to teach and learn every day. You must report any absence (and reason for absence) to the school (cooperating teacher) and supervising teacher before it occurs (emergencies excepted). More than five (5) absences for any reason may lead to dismissal from student teaching. Live well—learn well.
2. Attend all music education seminars and come prepared with the required assignment(s) for each one. Absence from a seminar will impact your grade.
3. Purchase and follow the ISU Student Teaching Handbook (also available online).
4. Complete all assignments in a professional and timely manner including making sure the mid-term and final evaluations are done by the cooperating teacher and submitted to the supervising teacher by the assigned dates. Keep copies for yourself.
5. Organize all student teaching materials into a notebook or file folders; have all lesson plans and student teaching materials (including your journal) ready for review by the supervisor during all observations. (See specific requirements.)
6. Videotape teaching during each 8-week session (purchase own videotape), evaluate each teaching level (form in handbook), and present a short segment at a seminar.
7. Wear identification – ISU Student Teacher badge or one from your school district.
8. Write in a journal every day of student teaching; focus on professional reflections regarding your experience; identify one of the teaching standards for at least 3 entries/week
9. Complete digital portfolio regarding the 12 ISU Teaching Standards (update from 466)
10. Communicate weekly with your ISU Supervisor via email

Guidelines:
- convey passion for what you are doing – remember teaching is acting
- communicate regularly with cooperating teachers (daily)
- notify the supervisor with any concern immediately
- accept/implement suggestions from cooperating/supervising teachers in a positive manner
- work cooperatively with school personnel
- follow and enforce school policies and rules
- follow school placement calendar (not ISU calendar)
- do not drive school students any place at any time (legally unacceptable)

Schedule of Seminars and Requirements:
Mon., Aug. 23  Session I commences for all student teachers (may begin earlier if requested by the cooperating teacher)

Sun. Aug. 29  Seminar I; 5:00-6:00 p.m. (bring Student Teaching Handbook) – Notes:
- we will meet at my home (1424 Indiana Avenue) since I will be at home recuperating from surgery on my foot (west of Sawyer School – call with questions)
- We will arrange an additional 3-4 seminars
- provide a hard copy of your teaching schedule + school addresses, phone #, directions, etc
- suggest 2-3 times for observations beginning September 7

Sept. 22  Due:  Mid-term evaluation form for Session I

Fri., Oct. 15  Session I completed
Due:  Final evaluation form for Session I
evidence of bulletin board (if elementary term)
Videotape of teaching + self-evaluation from Session I
Unit due; Checklist I

Mon., Oct. 18  Session II commences

Nov. 17  Due:  Mid-term evaluation form for Session II

Wed., Dec. 8  Session II completed
Due:  Final evaluation form for Session II
evidence of bulletin board (if elementary term)
Videotape of teaching + self-evaluation from Session II
Unit due; Checklist II

Evaluation:
Failure to meet any of the requirements and/or guidelines listed on the first page will be reflected in the grade earned, which includes attendance at required seminars. An appropriate grade regarding your effort, progress, and success in student teaching will be determined cooperatively between the Supervisor and the Cooperating Teacher. Please review the description of what constitutes an “A” “B” and “C” grade in your Student Teaching Handbook.

Observations:
- you will be observed three times/8-week session
- reviewing your videotape counts as an additional observation

What to do for the Supervisor’s Observation:
- have all materials ready for review (before the supervisor comes) including:
  - daily journal/log
  - all daily lesson plans organized in a notebook (yours and the teacher’s)
  - all feedback forms/notes from coop teacher
  - copy of lesson plan taught when observation occurs (and music)

Lesson Plans
- may use the plan from 366, in the Student Teaching Handbook, or one utilized by the cooperating teacher
- plans are to be done **BEFORE** teaching and must include an assessment (specifics of what was accomplished and what needs to be done the next time)
- **coordinate with the cooperating teacher as to when he/she wants to review the plans** (24 hours in advance, the morning of the lesson, etc.)
- keep all plans organized for each class taught/observed
  - keep organized by the class/ensemble (4th Grade, 7th Band, 9th Chorus, etc.)
  - keep a continuous record for each class/ensemble whether you are observing or teaching – include all of your lesson plans and an account of what happens when the cooperating teacher teaches)

**Unit or 5-Linked Lessons**
- one due for each 8-week session and should include:
  - unit overview
  - general objectives
  - 5 sequenced lesson plans
  - copies of all materials necessary to teach the lessons
  - evaluation plans/results
  - bibliography (minimum of 3 sources)

**Videotaping**
- videotape required for each 8-week session
  - purchase your own videotape
  - arrange for the use of videotaping equipment in cooperation with the cooperating teacher
  - check school requirements for videotaping permission
- suggestions
  - videotape several classes for your own review
  - videotape all performances for your own record
  - evaluate each teaching tape on the form in the Student Teaching Handbook

**Bulletin Board**
- required during the K-6 term (to be completed by the mid-term review)
- take photograph for your own record
- photograph or provide the actual bulletin board for supervisor’s review

**Portfolio – 12 ISU Teaching Standards**
- paragraph reflection on each standard (update from 466)
- two-page summary regarding how you have met/understand the standards
- Standard Assessments – artifacts for each standard (update from 466)
- Submit electronically on a CD

---

**Student Teaching Seminar I**
Sunday, August 29, 4:00-5:30, 1424 Indiana Avenue

**Overview of student teaching term**
- syllabus
- requirements – including how you need to organize all materials
- what you need to do for observations
- provide personal information

**Homework**
- complete teaching schedule (as complete as it is at the time)
- school information: address + phone number + directions how to get there
- 2-3 options for the first observation (beginning the week of September 7)
  - observations commence during the 3rd week of semester
  - arrange so that the supervisor can observe 1-2 classes and then be able to meet with you and the coop teacher if possible ~ “visiting” may be done separately if it is in the middle of the teaching day and you have non-stop classes

---

**Student Teaching Seminar II**  
*Date TBA*

**What you need to bring to the seminar:**  (bring copies for all students/supervisor)
- assessment strategies/forms
  - share the format you are using to assess student learning, whether for individual lessons, group ensembles or general classroom experience
  - provide enough copies for all student teachers and the supervisor

**What we will do:**
- share assessment strategies
- Iowa Code of Ethics
  - Rights and Responsibilities
  - Standards for Professional Practice and Competent Performance

---

**Student Teaching Seminar III**  
*Date TBA*

**What you need to bring to the seminar:**  (bring copies for all students/supervisor)
- come prepare to share (at least) one technique/strategy for each of the following
  - discipline techniques/strategies
  - motivational techniques/strategies
  - giving appropriate (yet accurate) feedback to students in a positive manner
- prepare a one-page ‘hand-out’ and make copies for all students and the supervisor

**What we will do:**
- Work on Portfolio of 12 ISU Teaching Standards

---

**Student Teaching Seminar IV**  
*Date TBA*

**What you need to bring to the seminar:**
  - (bring one copy as an overhead and one “hard” each copy for Dr. Munsen & Mr. Brizzi)
- cover letter for job application
• resumé
• one paragraph position on “Why do you want to teach music?”
• one paragraph position on your discipline philosophy
• potential interview questions
  o 3 questions that you might be asked
  o 2 question that you will ask if not done so

What we will do:
• do mock-interviews with each other
• review procedures for:
  o opening credential file
  o licensure procedure

FYI: Supervising Teacher Recommendations for Student Teachers:
• how/when I knew the student (had in classes, student teaching, etc)
• what/where the student taught/did student teaching
• comments on
  o documented evidence of planning/preparation (lesson plans, units)
  o observed teaching demonstrated by the student
  o involvement as a team player
  o rapport with teaching colleagues, students, parents, & administrators
  o development as a professional (attitude, attire may be included)
• compare (in general) to students with similar experience/training (e.g. top 10%)

Student Teaching Seminar V
Date TBA

What you need to bring to the seminar:
• videotape/DVD – select sections (5-7”) from either of your 8-week sessions
  o evaluate the tape on the assigned form
  o be ready to (for your own tape):
    ▪ ask questions
    ▪ say what you’ll do next time (sequencing)
    ▪ identify what went well
    ▪ identify what could be “improved”
    ▪ identify alternative avenues to achieve same thing

What we will do:
• review each other’s videotapes
  o be ready to provide positive and constructive feedback to your colleagues
• have a pizza party! (compliments of Dr. Munsen)

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