Iowa State University
Course Syllabus – Fall 2014

Music/CI 417 S, 8 credits (Secondary Music Student Teaching)
Music/CI 417 R, 8 credits (Elementary Music Student Teaching)

Instructor: Dr. Natalie Steele Royston
Music Hall 207
ISU Phone: 294-6829
Email: nasteele@iastate.edu

Course Description:
Student teaching is the culminating experience in the teacher preparation program at Iowa State University. The professional semester is a time of transition from a student role to a professional role and is exemplified by the fact that the student teacher becomes an important and integral part of the host school system under the direction of an expert teacher and a university supervisor. The experience provides students with the opportunity to integrate theoretical information in a practical, applied situation in order to prepare the student teacher for the initial step towards a career in education.

Learning Outcomes:
The student will:
- demonstrate knowledge of the roles and responsibilities of the practitioner.
- demonstrate an understanding of the moral and ethical practices of teaching.
- demonstrate the ability to understand the function of the teacher and identify his/her own personal teaching style.
- develop daily and unit designs of study that include objectives, learning activities, alternate instructional strategies, and methods of evaluation.
- demonstrate different strategies for building an effective physical and emotional environment for students at different grade levels.
- demonstrate a knowledge of the learning process and development at the different stages of growth, and demonstrate the ability to select and implement learning experiences based upon that knowledge.
- show an understanding regarding objectives and curricula within his/her subject content area which are designed to meet the needs of culturally diverse and exceptional populations.
- demonstrate an ability to integrate motivation, problem solving and questioning skills into classroom learning experiences.
- demonstrate the ability to build evaluation instruments as one means of assessing student progress.
- demonstrate an awareness of effective communication strategies (listening, speaking, writing, reading, and viewing) in a seminar environment.
- demonstrate the ability to use various observation strategies and to analyze and synthesize those observations in reflective journal writing.
- demonstrate the ability to assess his/her own strengths and weaknesses as a classroom teacher.
- utilize the supervisory conferences to enhance growth as a teacher during the student teaching experience.
Attendance
The student teacher will inform the cooperating teacher, university supervisor, and Dr. Royston of any absences. Two or more days of absences in an eight week session or three or more days of absences in a sixteen week session, consecutive or not, must be reported to the director of field experiences. Requests for personal time off need to be discussed and arranged through Dr. Royston. The student teaching experience may be terminated or extended. Consideration will be given to extension of the experience provided the performance level of the student teacher indicates potential for completion at a “C” level or better evaluation.

Schedules
Student teachers are to follow the calendars of their respective schools. This means students will begin with the school calendar (including teacher days in Aug or Jan), and take the Thanksgiving and Spring breaks of the host schools, not those of the university. Students living in university housing will need to make arrangements with their directors to remain over any Iowa State University breaks.

Working While Student Teaching
Employment during student teaching is strongly discouraged. Student teaching is considered to be a full-time responsibility. If a student teacher is employed prior to student teaching he/she is encouraged to discontinue or cut back hours of employment. Priorities or focus on activities outside the student teaching experience can and often do adversely affect daily, mid-term and final evaluations. Student teachers will not be released early to arrive at a job or coaching position.

Job Interviews
The University Teacher Education Services encourages student teachers to participate in job interviews. However, it is important that student teachers consider their classroom responsibilities and seek prior approval from cooperating teachers and Dr. Royston before scheduling interviews. Student teachers are allowed the equivalent of one full day to interview and must have definite appointments for the excused absence. Simply missing school to attend a “job fair” is not allowed.

Requirements:
• 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), university supervisor, and Dr. Royston before it occurs (emergencies excepted). Illness, weather-related, personal and/or job interview related absences may require you to make up the time beyond the published ending date. More than five (5) absences for any reason will result in dismissal from student teaching.
• Attend all music education seminars and submit the required assignment(s) on time. Absence from a seminar and/or missing assignments will negatively impact your grade.
• Download and follow the ISU Student Teaching Handbook.
• Follow school calendar and contract days, not the university calendar (includes starting date, Thanksgiving and Spring breaks). Display behavior that is prompt, courteous and dependable. Daily attendance is required.
• Adhere to the policies and philosophies of the cooperating school and district where assigned (including policies regarding attire, piercings, tattoos, and/or facial hair).

• Accept and implement suggestions from your cooperating teacher and supervisor. Work cooperatively with school personnel.

• Display a highly professional attitude and integrity with respect to the confidentiality of students, colleagues, and parents in all spoken, written, and digital work (i.e. email, blogs, and web pages).

• Complete all assignments in a professional and timely manner including making sure the mid-term and final evaluations are completed by the cooperating teacher and submitted to Dr. Royston by the assigned dates. Keep copies for yourself. Missing assignments will result in your grade for student teaching being lowered and can result in not passing the course, regardless of classroom evaluation.

• Organize and archive all student teaching materials into a notebook or digital format; have all lesson plans and student teaching materials ready for review by the supervisor or Dr. Royston at any time. Hard copies of lesson plans and all teaching materials should be available to the university supervisor at each observation.

• Video record a teaching segment (minimum 10 minutes) during each 8-week session, complete the self-evaluation form (in handbook) and submit by due date.

• Complete an online journal entry (on Blackboard) a minimum of 3 days per calendar week; focus on professional reflections regarding your experience; identify one of the teaching standards for at least 3 entries/week – should be posted on Blackboard by 9:00AM on Monday of each week. This is meant to be a reflective activity, not a critique of your cooperating teacher or school.

• Complete digital e-portfolio regarding the 12 ISU Teaching Standards including all 24 artifacts and the synthesis of evidence paper (if admitted after Fall 2010). Additional information will be distributed at seminar.

• Communicate regularly with your ISU Supervisor and Dr. Royston via email.

• Inform your ISU Supervisor and Dr. Royston if there are any issues regarding the placement, cooperating teacher or any other concerns.

Students with Disabilities
If a student has a documented disability that may affect his/her ability to participate fully in the student teaching course or if he/she requires accommodations, it is the responsibility of the student to let the Student Teacher Coordinator know immediately so that appropriate accommodations can be arranged.

Please request that a Disability Resources (DR) staff member send a Student Academic Accommodations Request (SAAR) form verifying your disability and specifying the accommodation(s) you will need. The DR office is located on the main floor of the Student Services Building, Room 1076, 515-294-6624. Accommodations cannot be requested after completion of the semester.
Evaluation:
Failure to meet any of the requirements and/or guidelines will be reflected in the grade earned. This includes attendance at required seminars and submission of all written assignments. An appropriate grade regarding your effort, progress, and success in student teaching will be determined based upon the evaluation of the Supervisor, Cooperating Teacher, and/or Dr. Royston. Please review the description of what constitutes an “A” “B” and “C” grade in your Student Teaching Handbook.

Assignments:

Notebook (electronic or hardcopy): to include

Teaching Philosophy: Please include a statement of your teaching philosophy. The philosophy statement could be the one you developed in class or it could be an updated statement that reflects changes that have occurred in your beliefs about teaching. This statement requires a 300 word minimum (about one page).

Teaching Materials: Keep a neatly organized notebook or digital portfolio of all of your teaching materials. This includes all lesson plans, handouts, or any materials given to you or used in the classroom. You should have a lesson plan for every time you teach any kind of class/lesson. Please archive ALL lesson plans.

Observation evaluations/notes: All written feedback provided by your university supervisor and cooperating teacher

All school materials related to student teaching: include anything you receive from the school, your teacher, the administration, professional development, etc. Should include school policies, evacuation procedures, etc.

Journals:
The student teacher will be responsible for writing a journal entry at least 3 times per calendar week of student teaching. The journal is not intended to be a log of activities. Rather, it is to be a guided reflective-writing process in which the student teacher undergoes self-critique in relation to the identified standards. The journal must adhere to professional confidentiality standards, and, therefore, should not contain any identifying information pertaining to individual students, teachers, school or school district or their family members. Journal entries should reference the ISU teaching and NAfME standards when possible. These must be submitted on BlackBoard by 9:00AM each Monday morning during the semester.

Bulletin Board:
Required during the K-6 term (to be completed by the mid-term review)
Submit to Dr. Royston as a photo or digital format

Video Recording:
The student must video himself/herself teaching (10 minute minimum) at least once per 8-week session. You should arrange for the use of video equipment in cooperation with the cooperating teacher, university supervisor or coordinator. Check school district and building
requirements for video permission and student teaching handbook for permission form, if needed. Fill out and submit a signed video evaluation form found in the handbook along with the lesson plan.

Suggestions
  video several classes for your own review
  video all performances for your own record
  evaluate each teaching tape on the form in the Student Teaching Handbook

Unit or 5-Linked Lessons
  The student will write and submit one unit plan 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)

E-Portfolio – (if admitted after Dec 2010) - DUE TBA

Attend VIRT (September 2014) if not already completed

Pass Praxis II prior to licensure – see website
  http://www.education.iastate.edu/te/admission/praxis2/

Student Teaching Handbook
  http://www.education.iastate.edu/te/resources/forms-and-handbooks/

REMINDERS:
Communicate regularly with cooperating teachers
Notify the supervisor with any concern immediately
Accept/implement suggestions and criticism 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)
Remember, you are a guest in the schools.
Schedule of Seminars and Requirements: (as of 9/10/14 - subject to change)

TBA – August  Report to Placement 1 – district report day for teachers

Monday, August 25  Session 1 – ISU classes begin

Tuesday, August 26  First Music Education Student Teaching Seminar, ISU Music Hall Rm 2; 4:30PM (speak to your coop to leave early if needed)
Additional meetings will be arranged at this time -
Bring performance/school schedules with you
Bring Student Teaching Handbook – electronic or hardcopy
If possible, provide a hard copy of your teaching schedule, contact information for your cooperating teacher and yourself
Suggest 2-3 times for observations to your supervisor

Monday, Sept 22  Due: Midterm Evaluation 1 – Bulletin Board if Elementary placement

Friday, Oct 17  Session I completed

Monday, Oct 20  Session II commences
Due: All Session 1 assignments

Wednesday, Oct 22  Due: Final evaluation form for Session I

Monday, Nov 17  Due: E-Portfolios and Synthesis Papers
Midterm Evaluation 2 – Bulletin Board Due if Elem placement

Monday, Dec 15  All written assignments & notebook for Session 2 due

Wednesday, Dec 17  Session II completed
Due: Final evaluation form for Session II