Iowa State University
Course Syllabus – Spring 2013

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

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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.

Attendance
The student teacher will inform the cooperating teacher and Dr. Royston and your university supervisor 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. Any personal time off needs to be negotiated with 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.

Breaks
Student teachers are to follow the calendars of their respective schools. This means students will 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 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” away from the immediate area 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) and supervising teacher 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 may lead to dismissal from student teaching.

• Attend all music education seminars and come prepared with the required assignment(s) for each one. Absence from a seminar will impact your grade.

• Purchase or download and follow the ISU Student Teaching Handbook.

• Follow school calendar and contract days, not the university calendar (includes 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.

• 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 done by the cooperating teacher and submitted to the supervising teacher by the assigned dates. Keep copies for yourself.

• Organize all student teaching materials into a notebook; have all lesson plans and student teaching materials ready for review by the supervisor during all observations.

• Videotape teaching during each 8-week session, evaluate each teaching level (form in handbook), and present a short segment at a seminar.

• 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 - should be posted on Blackboard by noon on Monday of each week.

• Complete digital portfolio regarding the 12 ISU Teaching Standards (update from 466) including all 24 artifacts and the synthesis of evidence paper (if admitted after Fall 2010

• Communicate regularly with your ISU Supervisor via email
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.

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.

Assignments:

Portfolio: 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 your teaching materials.

Observation evaluations/notes: All 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 every teaching day 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 standards at least 3 times per week.
Bulletin Board:
_REQUIRED DURING THE K-6 TERM (TO BE COMPLETED BY THE MID-TERM REVIEW)
Submit as a photo or digital format

Videotaping:
The student will videotape themselves teaching at least once each 8-week session.
You should arrange for the use of videotaping equipment in cooperation with the cooperating teacher, university supervisor or coordinator. Check school requirements for videotaping permission and student teaching handbook for permission form, if needed.
Fill out and submit the video evaluation form found in the handbook

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

Unit or 5-Linked Lessons
The student will write and submit one until 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 APRIL 1, 2013
12 artifacts with cover sheet and reflection (1 additional for each standard)
Synthesis of Evidence Paper
Schedule of Seminars and Requirements: (as of 1/7/13 - subject to change)

Monday, January 14  Seminar I; 4:30-6:00 p.m. Music Hall Room 2
(bring Student Teaching Handbook)
provide a hard copy of your teaching schedule + school addresses, phone #, etc.
suggest 2-3 times for observations

Wednesday, Feb 6    Midterm Evaluation 1 Due – Bulletin Board Due

Monday, Feb 11      Seminar; 4:30-6:00 p.m. Music Hall Room 2

Friday, March 8     Session I completed

Monday, March 11    Session II commences
Seminar; 4:30-6:00 p.m. Music Hall Room 2 - watch videos
All Session 1 assignments due
Due: Final evaluation form for Session I
Videotape of teaching + self-evaluation from Session I
Unit with linked lessons due

Monday, April 1     E-Portfolios and Synthesis Papers Due

Monday, April 8     Seminar; 4:30-6:00pm; Music Hall Room 2

Friday, April 12    Midterm Evaluation 2 Due – Bulletin Board Due

Monday, April 29    Student teaching seminar 4:30-6:00 pm
Bring 10-minute video recordings w/self-evaluation

Wednesday, May 8   Session II completed
Due: Final evaluation form for Session II
Videotape of teaching + self-evaluation from Session II
Unit with linked lessons due

Guidelines:

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.