IOWA STATE UNIVERSITY
Music 466 – Fall 2010

Professor: Dr. Sylvia Munsen Classes: T & Th – 10:00-10:50 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: Program Development and Evaluation in Music Education
Developing a rationale for music education; music program development; evaluation of music curricula programs and facilities; professional growth of the teacher; preparation for student teaching and the job market. Required 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.
2. Purchase the following texts/materials:
   o Adler, Mortimer. The Paideia Proposal (PP)
   o Marks, Michael L. Contemporary Music Education (CME)
   o National Standards in Music (NS)
   o Reimer, Bennett. A Philosophy of Music Education – 3rd ed. (APOME)
   o ISU Student Teaching Handbook (STH) can read online
   o Music Education Handbook (MEH) – purchase at Copyworks
   o Music 466 Course handout – purchase at Copyworks
   o videotape
   o 3-ring binder
3. Prepare a portfolio with all professional materials from class including your own notes from selected readings; take notes every class period.
4. Do all readings/assignments: reading, reflecting, preparing, taking notes, discussing.
5. Attend workshops: State Standards (Sept. 26) and choose one from Kodály (Oct. 9), Mentor Workshop (Oct. 30 at Central College), OPUS (Nov. 18) or IMEA (Nov. 19-20).
6. Voluntarily come to one office hour before October 1 and November 1.
7. Read/sign/return agreement by designated date.
8. Concurrently enroll in Music 480K, Section 1 (1 credit)

Attendance Policy:
   o Attendance is required, just as in student teaching and real teaching
   o One absence is excused (this includes illness)
   o More than one absence will result in a lower grade
   o Arriving late or leaving early will be documented and applied to the absence
   o 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. Aristotle
### Schedule of Topics, Readings, and Assignments:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 24</td>
<td>Introduction ~ Syllabus, fill out practicum reports (read STH)</td>
</tr>
<tr>
<td>26</td>
<td>Iowa High School Music Association with Alan Greiner, Executive Secretary</td>
</tr>
<tr>
<td>31</td>
<td>Student Teaching Requirements; establish mentor teacher project</td>
</tr>
<tr>
<td>Sept. 2</td>
<td>Resume presentation and development of Professional Portfolio (read PP) (student teaching requests due; mentor teacher identified)</td>
</tr>
<tr>
<td>7</td>
<td>Applying for jobs – Credential File, Resumes and Portfolios (resume due)</td>
</tr>
<tr>
<td>9</td>
<td>Success in Student Teaching with Paul Brizzi, guest lecturer (read PP)</td>
</tr>
<tr>
<td>14</td>
<td>Curricular Foundations Review; begin Program Development (discuss PP)</td>
</tr>
<tr>
<td>16</td>
<td>Program Development continued (discuss PP; group project presented)</td>
</tr>
<tr>
<td>21</td>
<td>Music Program – Curriculum (discuss NS, PP group project due)</td>
</tr>
<tr>
<td>23</td>
<td>Iowa Core Curriculum with Lisa Ott, guest lecturer (read CME-Ch 9)</td>
</tr>
<tr>
<td>26</td>
<td>attend Music Ed. Seminar – State Teaching Standards (5:00-6:30 pm, Room 130)</td>
</tr>
<tr>
<td>28</td>
<td>Evaluation of the Curriculum – National Standards (read CME-Ch 9)</td>
</tr>
<tr>
<td>30</td>
<td>Evaluation of the Curriculum – State/Local Requirements (discuss NS, CME-9)</td>
</tr>
<tr>
<td>Oct. 5</td>
<td>Assessment and Evaluation (discuss CME-Ch 9, Objectives due)</td>
</tr>
<tr>
<td>7</td>
<td>Rubrics; prep for professional attire</td>
</tr>
<tr>
<td>9</td>
<td>Kodály Educators of Iowa Fall Workshop – optional workshop to attend</td>
</tr>
<tr>
<td>12</td>
<td>Evaluation of the Teacher – dress as a professional (rate: the Three Bears)</td>
</tr>
<tr>
<td>14</td>
<td>Recruiting and Retention (Rubrics due) (begin reading APOME-Ch 7-9)</td>
</tr>
<tr>
<td>19</td>
<td>Evaluation of Equipment, Instruments, and Facilities (read CME-Ch 6)</td>
</tr>
<tr>
<td>21</td>
<td>Materials &amp; Tools of Music Ed. (discuss CME-Ch 6, read APOME-Ch 7-9)</td>
</tr>
<tr>
<td>26</td>
<td>Developing a Rationale for Music Ed. (discuss APOME-Ch 7-8)</td>
</tr>
<tr>
<td>28</td>
<td>Developing a Rationale for Music Ed. (discuss APOME-Ch 8-9, read CME Ch 4)</td>
</tr>
<tr>
<td>30</td>
<td>Arts Alliance-Mentor Program Workshop – held at Central College (optional)</td>
</tr>
<tr>
<td>Nov. 2</td>
<td>Public Policy and Arts Education (discuss CME-Ch 4; read CME-Ch 8)</td>
</tr>
<tr>
<td>4</td>
<td>Music Education in Colleges/Universities (discuss CME-Ch 8)</td>
</tr>
<tr>
<td>9</td>
<td>Philosophy of Music Ed. paper due, speeches (videotape, professional attire)</td>
</tr>
<tr>
<td>11</td>
<td>Philosophy of Music Ed. speeches cont. (videotape, professional attire)</td>
</tr>
<tr>
<td>16</td>
<td>Iowa Core Curriculum and Mentor Program with Leon Kuehner, guest lecturer</td>
</tr>
<tr>
<td>18</td>
<td>Success in Student Teaching and Music Teaching with Mark Crady, guest lecturer</td>
</tr>
<tr>
<td>19-20</td>
<td>attend IMEA Conference in Ames (Nov. 20 is CMENC State Day)</td>
</tr>
<tr>
<td>23-25</td>
<td>No class – Thanksgiving</td>
</tr>
<tr>
<td>30</td>
<td>Written evaluation from reviewing videotape of speech due</td>
</tr>
<tr>
<td>Dec. 2</td>
<td>Interviewing for Jobs – professional attire (interview questions due)</td>
</tr>
<tr>
<td>7</td>
<td>Interviewing for Jobs continued – professional attire (read CME-Ch 8)</td>
</tr>
<tr>
<td>9</td>
<td>Graduate Music Education (discuss CME-Ch 10; practicum report due)</td>
</tr>
<tr>
<td>13-17</td>
<td>(Finals Week) Music Unit / 4 Linked Lessons due (Final Exam) Portfolio due: Music 366 portfolio + resume, curriculum/objectives/rubrics project, philosophy, (music unit); Notebook due: class notes, notes from readings, journal, speech, interview questions, mentor teacher correspondence, class discussion handouts</td>
</tr>
</tbody>
</table>
Assignments/Evaluation: You will EARN your grade: 3

<table>
<thead>
<tr>
<th>Effort</th>
<th>Attitude</th>
<th>Responsibility/Resourcefulness</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
<td>D-</td>
<td>60-63%</td>
</tr>
</tbody>
</table>

Points Assignment

20 Professional Attitude – demonstrate you are ready to be a teacher and a colleague
10 Attend two office hours **voluntarily before Oct. 1 and Nov. 1** (discuss teaching practicum)
5 Agreement (if turned in by Tuesday, August 31, 9:00 am)
5 Prepare for/lead class discussion on current topic (day TBA)
10 Philosophy of Music Education – written document
10 Philosophy of Music Education in action – speech + evaluation (must be videotaped)
10 Curriculum plan for choral, instrumental or general music (group project)
10 1 objective for each of the 9 National Music Standards + link to State Standards (group project)
10 Rubric for each of the above-mentioned objectives (group project)
5 Attend Standards Seminar – submit workshop notes
20 Attend two workshops: Kodály (Oct. 9), Mentor Workshop (Oct. 30 at Central College), OPUS (Nov. 18) or IMEA (Nov. 19-20) – submit handout + your notes signed by clinician
5 Job interview questions
5 Mentor Teacher correspondence
10 resume
15 voluntary class discussion/leading class discussion/small group participation in all classes
30 Portfolio of all professional materials including: class notes, notes from readings, journal, resume, curriculum projects (curriculum proposal/objectives/rubrics), philosophy, speech, interview questions, mentor teacher correspondence, handouts, and weekly journal
30 Music Unit – 4 Linked Lessons (Final Exam)
30 CD of Teaching Standards Portfolio (artifacts and reflection for each ISU Standard)

Notes

- Spring 2011 student teachers must have all 80 hours of the observation requirement completed by Dec. 4 or you will not be allowed to student teach.
- 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. It is your responsibility to inform the instructor regarding special accommodations. Refer to the website at: [http://www.dso.iastate.edu/dr/staff](http://www.dso.iastate.edu/dr/staff)
- **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.
- It is expected that all students will behave in an academically honest manner. All work submitted in this class must be your own work and all sources appropriately credited. Students will receive a failing grade for any academically dishonest work submitted.
Agreement to be a Successful Student and Future Teacher

Course: Program Development and Evaluation in Music Education

• I have read the syllabus and agree to follow
  o the professional behavior expectation
  o the requirements including the attendance policy
  o 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 behave in an academically honest manner.

• 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, which 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 that 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 Tuesday, August 31, by 9:00 am.
Resumé ~ September 7
Prepare a 2-3 page resume for your professional portfolio. (Recommendations for what to include and examples will be presented in class.)

Paideia Proposal ~ September 14, 16
Discuss the following issues regarding curriculum development in small groups:
1. How to have quantity and still have quality ~ effectively reaching all students
2. How to promote life-long learning
3. “If I was King (Or Queen) of the Forest…..”
   Present the results of your discussion to the class and in written form to be shared with all students (provide copies for all students/professor; prepare one overhead)

National Standards in Music ~ September 28, 30
Describe several outstanding lessons you have observed. Write a short paragraph describing the situation. Verbally share with the class.

Objectives for the National Standards in Music ~ October 5
Work in cooperative learning groups: choral, instrumental and general music. Write one objective for each of the 9 Music National Standards. Share with the class. (provide copies for all students/professor; prepare one overhead) (ISU Standard #4)

Rubrics ~ October 14
Work in cooperative learning groups: choral, instrumental and general music. Write one set of rubrics for each of the objectives for one of the 9 National Standards in Music. Share with the class. (provide copies for all students/professor; prepare one overhead) (ISU Standard #8)

Philosophy of Music Education ~ Paper ~ November 9
Write your philosophy of music education – in no more than 200 words. This is what you may be asked to write on a teaching application (thus the length), and is something you should rewrite every year. (You may write a longer document first if that is helpful.) This will part of your portfolio.

Speech ~ November 9, 11
Present your philosophy of music education verbally. Prepare this as if you are presenting to the Band/Choir Boosters or School Board. Begin with something motivational (give the listener a reason to listen!), give an overview, state your position and identify one challenge/recommendation and give closure (3-5 minutes). (ISU Standard #7)

Workshop Attendance (ISU Standard #9)
• Standards Seminar – Sunday, Sept. 26, 5:00-6:30, Room 130 (required)
• Choose two of the following:
  o Kodály ~ Oct. 9
  o Arts Alliance-Mentor Workshop @ ISU, Sat., Oct. 23, 1, 9-4 (lunch on own)
  o OPUS ~ Nov. 18 (8:45-10:45 am: 5th-6th, 7th-8th boys, 7th-8th girls, 9th mixed))
  o IMEA/All-State ~ Nov. 19-20
  o Other workshop – approved by the professor PRIOR to the workshop

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)
Speech Evaluation ~ Nov. 9, 11 (ISU Standard #7 – Communication)

Notes: - Grading will be done by everyone in class using the form below (+ self-evaluation)
- students videotape own speech, review it, turn in 1-page review on November 30

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>- catching/building interest</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Rapport                           |             |              |                |
| - projecting a positive attitude  |             |              |                |
| toward audience                   |             |              |                |

Speech Content/Organization

Grammar

Eye Contact

Professional Attire

Speaking Fluency

Comments:

Criteria

Acceptable: 2-3 outstanding, 2-3 satisfactory

Unacceptable: no outstanding, 2 or less satisfactory, 3 or more unsatisfactory

Interviewing for Jobs ~ November 30 and December 2

Prepare 1) two questions you might be asked during an interview and 2) two questions you might want to ask during an interview. Turn in one copy at the beginning of class Nov. 30.

Professional Attire ~ October 12, November 9, 11, 30, December 2

We will discuss the principles for appropriate attire as a professional. There is a difference between being a college student and being a professional when student teaching. We will present the principles/guidelines on Oct. 8 and practice wearing appropriate attire on four subsequent days.

Practicum (Observation Hours) ~ December 7 (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-12 Teaching Standards for each day of observation. Please observe the confidentiality clause on page 3. See Music 480K Syllabus in the Music Education Handbook.

Prepare-Lead Class Discussion ~ Day TBA (ISU Standard #7)

Identify a current topic relating to the teaching profession and lead a 3-5 minute class discussion. An article from a newspaper/magazine/journal article, a book, or a cartoon should be utilized. Prepare a one-page handout for your colleagues (copies for all students/professor).

Mentor Teacher Correspondence ~ Dec. 15 (minimum of three entries)

- identify mentor teacher and establish connection by September 2
- minimum of three email correspondences
- ask a minimum of three questions/each correspondence (refer to handout for suggestions)
Final Exam ~ Dec. 15 or earlier

(ISU Standard #4: Instructional Planning)
Plan and present a proposed concert program which serves as a unit plan
• The unit plan, which includes 4 sequenced lessons, is a requirement for student teaching – must be typed
• The program should be approximately 30 minutes in length for a specified ensemble: 5th-6th Grade Chorus, 7th Grade Band, 9-10th Chorus, etc.
• Include a printed program – professionally produced, ready to print
  o Include the title and composer/arranger of each selection.
  o Write brief program notes about each selection
  o Identify student roster (imaginary!), upcoming concerts, etc.
• Write a series of four sequenced lesson plans for one selection
  o Each plan is only part of each of the four rehearsals
  o Include the score for that selection (one copy is legal – this will be returned)
• Indicate the following for each selection so that your plan is understandable: (utilize format from 464-465)
  o why you selected the piece
  o the key, tempo and style of the piece
  o for choral: accompanied? – accompanying instruments?

Criteria
Acceptable: above listed criteria with acceptable quality
Unacceptable: less than four sequenced plans, 15 minutes or less of music, printed program with 3 or more mistakes (not ready to be printed), incomplete program notes (missing info about two or more of the selections), not utilizing the format from 464-465 about the selection of each piece

Journal ~ December 15 or earlier
(ISU Standard #9: Foundations, Reflections and Professional Development)
• entry of one page once/week (dates will be checked)
• focus reflections on
  o a variety of topics discussed in class and with colleagues
  o teaching strategies observed in classroom observations
  o ideas from readings
• relate each reflection to one of the ISU-11 Teaching Standards (cover all standards over the 15 entries
• maintain record on computer files – print out copies for Notebook to be handed in at the end of the semester

Criteria
Acceptable: above listed criteria
Unacceptable: two or less entries/month, less than one page for each entry, refer to less than 8 of the ISU-11 Teaching Standards, limited number of topics

Notebook ~ December 15 – utilize a 3-ring binder
• class notes (taken every class period) and notes from readings
• handouts: guest lecturers, workshops/conferences/festivals attended
• review of practicum experience w/ appropriate signatures
• journal of music ed concerns/observations/ideas/questions tied to ISU-11 Standards
• interview questions
• mentor teacher correspondence

Portfolio ~ December 15 ~ utilize a 3-ring binder
• Music 366 lesson plans and final unit/4-sequence lessons
Projects: curriculum proposal, objectives & rubrics developed with colleagues
resumé
philosophy (formal written and notes for speech)
Final Music Unit (4-sequenced lessons)

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= often exhibits behavior  1 = sometimes exhibits behavior

All Written Work
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). This impacts the following documents: written philosophy, journal, report regarding workshop participation, and report regarding practicum.

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

ISU Teacher Preparation Standards covered in this class
#4: Instructional Planning (Standards/Objectives Curriculum Project, Unit Plan)
#7: Communication (speech, discussion leader)
#8: Assessment (Rubrics for Curriculum Project)
#9: Foundations, reflective practice and professional development (attend workshops + write reflective paper, journal)
#10: Collaborations, ethics, and relationships (Professional Attitude)
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
C & I Shared Behavior Expectations – Class Policies
1) Be there/stay there:

2) Be prepared:

3) Be engaged:

4) Be respectful:

5) Be ethical/professional

ISU Music Education
Disposition Indicators – Class Policies
What do disposition indicators look like in the university classroom?

**Collaboration**  Works together with others to achieve a common goal

**Honesty/Integrity**  Demonstrates truthfulness, professional behavior and trustworthiness

**Respect**  Honors, values, and demonstrates consideration and regard for oneself and others
Commitment to Learning  Demonstrates a respect for and is serious about knowledge acquisition

Emotional Maturity  Demonstrates contextually appropriate behavior

Responsibility  Acts independently and demonstrates accountability, reliability, and sound judgment