

Iowa State University

Course Syllabus – FALL 2017

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

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 the ability to assess his/her own strengths and weaknesses as a classroom teacher

Attendance

The student teacher will inform the cooperating teacher, university supervisor, and Dr. Royston of any/all absences. Two or more days of absences in a placement, consecutive or not, must be reported to the director of field experiences. Personal time off is not permitted. Conferences should be attended only with the cooperating teacher. Unsatisfactory attendance and/or promptness may result in the student teaching experience being 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. More than 5 absences during the semester will result in dismissal from student teaching.

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.

University Classes and Activities

Student teachers should be enrolled only in 16 credits of student teaching (Music 417R and Music 417S- 8 credits each). All course, ensemble, applied, and recital requirements should be completed prior to student teaching. The student teacher should not participate in campus music ensembles and/or activities during student teaching without the prior approval of the cooperating teacher, university supervisor, and Dr. Royston. This policy includes marching band, pep band, jazz bands/combos, choirs, Shy of a Dozen, madrigal dinner, opera scenes, spring musical, etc.

Absence of the Cooperating Teacher (Substituting)

A student teacher from Iowa State University fulfilling the student teaching requirements shall not be used as a substitute teacher for a cooperating teacher or any other teacher. The rationale for this policy is the student is not licensed and would be teaching without immediate supervision by a licensed teacher. Building principals are legally responsible for the welfare and supervision of all classrooms in their charge in the absence of the cooperating teacher. In the absence of the cooperating teacher, a substitute must be present in the classroom with the student teacher, although the student teacher may be providing the instruction.

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 and may not miss evening or weekend school activities to go to work.

Communication

Communication between student teachers and supervisors is extremely important during the student teaching period and demonstrates professionalism or lack thereof.

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. Missing school to attend a “job fair” is not allowed – except for the ISU Teacher Ed Fair in March.

Confidentiality and Anonymity

In order to conform to Federal law, all spoken, written, and digital communication [i.e. email messages, email attachments, webpages, blog entries, etc.] must respect the confidentiality and rights to anonymity that students, parents, faculty-staff, and administrators have under the Family Educational Rights and Privacy Act [FERPA].

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.

Requirements:

- Adhere to the policies and philosophies of the university, 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 online by the assigned dates. Missing student 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 for submission at the end of the semester (all materials will be returned to you). You should 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 placement, complete the self-evaluation form and submit by due date.
- Complete an online journal entry (on Blackboard and/or GoogleDocs if outside supervisor) a minimum of 2 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 list of events or a critique of your cooperating teacher or school.
- Complete digital e-portfolio regarding the ISU Teaching Standards including all artifacts and the synthesis of evidence paper (if admitted after Fall 2010). Additional information will be distributed to you.
- Inform your ISU Supervisor and Dr. Royston if there are any issues regarding the placement, cooperating teacher or any other concerns.

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. Absence from seminars and/or missing assignments **will** result in your grade for student teaching being lowered and can result in not passing the course, regardless of classroom evaluation. Please review the description of what constitutes an “A” “B” and “C” grade in your Student Teaching Handbook.

Policy for Unsatisfactory Student Teaching Performance

In the event that a student is not successful (is dismissed from student teaching or receives a grade lower than a C) in a student teaching placement, the student **will not be allowed to retake student teaching**. Students are allowed only one opportunity to obtain the minimum grade for student teaching because of the importance of this experience in showing they meet the 12 educator preparation standards necessary to obtain a license.

Assignments:

Journals:

The student teacher will be responsible for writing a journal entry a minimum of **2 times per calendar week** of student teaching (**first due date is August 28**). 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. (Other platforms may be used if needed and coordinated with Dr. Royston and the supervisor ahead of time).

Student Teaching Portfolio (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 daily 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 – you should have a written lesson plan for every lesson you teach. This should be maintained through the semester and available to your supervisor at each visit.

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, handbooks, etc.

Observation evaluations/notes: All written feedback provided by your university supervisor and cooperating teacher – including midterm and/or final evaluations

Resume/Cover Letter

Video Recording (2) with Self and Peer Review:

You must video yourself teaching (10 minute minimum non-edited segment) one time for each placement for these assignments. You should arrange for the use of video equipment in cooperation with the cooperating teacher, university supervisor or coordinator, if needed. Check school district and building requirements for video permission and student teaching handbook for permission form, if needed. You will conduct a self-review for both placements and a peer review for the second placement video lesson

1) For both placements, you should view your video and critique your own teaching first. Description of the assignment and form can be found on pages 38-39 of the ISU Student

Teaching Handbook.

2) For the second placement, after completing your self-evaluation, share your video with a peer (determined in seminar) and discuss the lesson, using the following questions as guidance:

1. *What were the core concepts in the lesson?*
2. *What connections were you trying to make to improve student understanding?*
3. *How did you know that students did or did not achieve mastery of the core concepts?*
4. *What would you change in your lesson?*
5. *What would you keep in your lesson?*

Be prepared to offer feedback to your partner on positive aspects of the lesson and one thing—big or small—to improve upon.)?

Each person should provide a brief (no more than 1-page) synopsis of this activity to Dr. Royston via Blackboard, which should include the following:

- Suggestions that you provided to your peer
- Feedback received from your peer
- One idea that you will implement based on your peer's feedback

Additional Suggestions:

- video several classes for your own review
- video all performances for your own record

Student Teacher Assignment – details will be distributed

E-Portfolio – (if admitted after 2010) - DUE Monday, November 27, 2017

Student Teaching Handbook

<http://www.education.iastate.edu/educator-preparation-resources/handbooks/>

NOTE: There are separate handbooks for those doing the PPAT this fall.

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 Requirements: (Revised 8/21/17)

TBD	Report to Placement 1 – district report day for teachers
TBD	Music Education Student Teaching Seminar
Monday, August 21	ISU classes begin
Monday, September 25	Due: Midterm Evaluation 1
Friday, October 13	Session I completed Due: Video review for Session 1
Monday, October 16	Session II commences & Teacher Education Job Fair
Wednesday, October 18	Due: Final evaluation form for Session I
Monday, November 13	Due: Midterm Evaluation 2
Monday, November 27	Due: E-Portfolios and Synthesis Papers
Friday, December 8	Due: Video review for Session 2, Project, Student Teaching Portfolio
Wednesday, December 13	Session II completed Due: Final Evaluation Form for Session II