

Iowa State University
Course Syllabus – Spring 2024
Music 280k
Practicum co-requisite with Music 266

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Course Description:

As required by the State of Iowa, all students in education must complete observation hours of k-12 school-age students in classroom settings prior to the student teaching term. This requirement is designed to introduce teacher education candidates to the primary and secondary music classrooms and be more prepared for future practicum and student teaching experiences. As part of this class, students will spend 2 class days during the semester in the public K-12 schools observing students and teachers. Transportation will be provided by the Music Department.

Requirement:

12 hours Music 280 K 0.5 credit taken concurrently with Music 266

You must have completed the background check prior to going into the schools.

<https://education.iastate.edu/search/?ie=UTF-8&Site=School+of+Education&search=background+check>

Observation Dates: excuse letters will be provided closer to these dates – must have completed background check **prior to these dates**

Wednesday, March 6, 2024
Thursday, March 28, 2024

Purpose of this Course:

The students will engage in clinical experiences to observe K-12 Music students & teachers, administrators, and schools.

This course is a CO-Requisite of Music 266 but is an independent course. This course has separate instructors, requirements, and grading.

Expectations:

This course is part of your professional program and is based upon requirements for student teaching and success as a teacher. This course provides an opportunity to help determine your direction as a future music educator.

Professionalism:

Professional behavior will be expected at all times. This level of professionalism will be evident in written communication.

School of Education Expectations:

- 1) Be on time.
- 2) Be prepared.
- 3) Be engaged - communicate ideas professionally; - listen actively; - consider new ideas, be open-minded; - be a risk taker; - remain on task; - use digital technology relevant to classroom purposes.
- 4) Be respectful - of others and their perspectives; - of the instructor; - of class content and ideas.
- 5) Be reflective.

Requirements (0.5 credit):

1. You must complete a background check prior to attending any observation.
<https://education.iastate.edu/search/?ie=UTF-8&Site=School+of+Education&search=background+check>
2. Transportation will be provided by the Music Department on scheduled days only
3. You must observe a minimum of 12 hours (720 minutes).
4. You may be asked to participate in classes and or assist the teacher – be ready and willing to jump in.
5. Turn in observation notes & assignments on Canvas **by April 30, 2024.**
6. Grades (P/F) are determined based on completion of all requirements.

Grading Policy:

Grades are determined based on completion and submission of the following:

- 1) Completion of 12 observation hours in music classrooms as scheduled.
- 2) Completed and submitted assignments.

In order to earn a grade of “P”, all hours must be completed, and all assignments submitted on time.

ALL ASSIGNMENTS SHOULD BE SUBMITTED DIGITALLY ON Canvas

Please remember that Music 266 and Music 280k are separate courses. You must be enrolled in both courses and complete assignments independently for each course, although there may be some assignments that overlap.

If you have any questions, please contact me Dr. Royston, at nasteele@iastate.edu

On observation days:

What do you need to bring:

- *A notebook and a pen – you will need to take notes.* (Computers and tablets are not permitted and phones must remain put away at all times while in the schools.)
- *Your ISU ID and Driver’s License – without these you will not be admitted into the school buildings.* Ankeny schools will need to scan your DL individually prior to entrance.

What you will need to do:

- *Dress professionally.* No shorts or jeans. No t-shirts or sweatshirts. No text or graphics on your clothing that is school related other than ISU. No hats. Further details from the ISU School of Education are included below.

- *Arrive at Music Hall* by your assigned time to ensure on time departure.
- *Act Professionally.* Follow all school rules, be courteous and respectful. Remember, we are guests in their schools.
- *Take notes* during all class times. These will be part of your assignment submissions.
- *Participate if invited* (likely in elementary classes – You should be ready to sit on the floor so be thoughtful of neck lines and hem lines of all garments).
- *Communicate, cooperate, and have fun.*

Accommodations: If you believe that you may need an accommodation for this experience, please contact Dr. Royston (nasteele@iastate.edu)

Expectations of Pre-service Teachers in School Settings

IOWA STATE UNIVERSITY

Teacher Education

Professional Behavior/Demeanor

- Display an eagerness to actively learn and a willingness to seek out new experiences.
- Proceed with an attitude that all students will learn.
Engage with all activities.
- Respond professionally to feedback.
- Use appropriate written and oral communication (i.e., avoid use of profanity, slang, and communication structures considered to be excessively casual or informal)
- Maintain a professional relationship with students, cooperating teacher, supervisor, and Iowa State University faculty/staff.
- Follow and uphold all school rules, including those regarding drug and alcohol use and sexual harassment, Iowa State University expectations, and legal requirements or obligations, including rules regarding Internet usage and the use of personal electronic devices, including phones. **Never use personal listening devices or phones while in schools.**
- Demonstrate respect for colleagues, administrators, parents and students and their differing opinions, backgrounds, abilities, and feelings.
- Respect the confidentiality of students, colleagues, and parents in all spoken, written, and digital (i.e., email, Twitter, Instagram, Snapchat, Facebook, web pages, blogs).

Professional Appearance

General guidelines for dress and appearance: Teachers, like other professionals, gain respect from their constituents partially through appearance. Therefore, a neat and clean appearance is required at all times. Clothing choices should meet or exceed the standards of your assigned district. All clothing should fit properly (neither too tight nor oversized and sagging) and provide a modest covering (avoid sheer fabrics, plunging necklines, and styles that do not cover mid sections or undergarments).

Specific guidelines (unless stated more stringently by assigned school district)

Grooming: Hair and nails should be clean and neat with attention given to bodily odors. Men must appear clean-shaven, with trimmed beards.

Body Piercings: Other than ears and those with religious significance, body piercings require the approval of the building principal.

Tattoos: Cover them

Footwear: Shoes should be comfortable and clean (e.g., no beach footwear or tattered cross trainers). Sandals can be worn if the district allows this.

Jeans and sweat pants: Jeans of any color are not allowed by Iowa State University standards. Sweat pants, yoga pants, and loungewear are not considered professional attire. Wearing your best sweat pants is an option only for those teaching physical education. If wearing leggings, a long top needs to be worn. **No shorts!**

Questionable wording: Garments containing obscene, offensive, or gang-related messages, or references to products that are illegal to minors are generally forbidden for students and therefore apply to you.

Good choices for Men

Collared shirts tucked in, turtlenecks, and/or sweaters. A few districts expect a shirt and tie. Khaki pants, corduroy or cotton/permanent press pants worn with belts. **NO SHORTS.**

Good choices for Women

Sweaters, collared shirts, and/or turtlenecks/crew necks worn with either casual skirts (denim is fine here) of *adequate length to enable bending over and sitting on the floor* when necessary, khaki pants, cotton or corduroy pants worn with belts. **NO SHORTS** or very short skirts.

Observation Reflections

Learning to look carefully, to see what you're looking at is perennially acclaimed as the essential skill for both artist and scientist, to say nothing of its being crucial for maturity in psychological terms. Looking is the sine qua non of inquiry; looking again is the method of inquiry.

~Ann Berthoff, "Teacher RE-search" in *Reclaiming the Classroom*, 1987.

Getting Started: Into the Field

You are being asked to use a variety of “lenses” to view the 4 commonplaces of schooling: milieu/context, content/subject matter, teacher, and students.

<p>Milieu</p> <p>“The “culture” of the school/classroom Physical, emotional climate School-wide policy Philosophical underpinnings</p>	<p>Content/Subject Matter</p> <p>Program goals Curriculum Repertoire Skills Concepts Type of Experiences</p>
<p>Teacher(s)</p> <p>Methods/approaches Philosophy (imbedded theories) Personal Qualities Experience & Background Goals</p>	<p>Students</p> <p>Age/Developmental level Personalities Needs and Interests Musical capacities Learning styles/modes</p>

For your practicum report, use these 4 commonplaces to fill in the picture, guide your observations, locate dominant themes, and develop a “portrait” of music at your placement site..

Parts A, B, and C should be completed and submitted for *EACH* day (total of 2), Part D should be completed following the final observations and submitted only one time.

All assignments should be typed, double spaced and submitted on Canvas.

Meet the following criteria:

A: Notes (20 points)

- Using the chart on the back of this page, take notes during class for each of the four areas. You do not need full sentences or paragraphs. You can write single words, phrases, thoughts, etc.

B: Summary (25 points)

- From your notes and addressing the four areas above, write 1-2 paragraphs for each observation site regarding the teaching and learning environment and interactions that you observe. (4 sites = 4 -8 total paragraphs)

C: Summary of Fieldnotes (25 points)

- Write a 1-2 page overall descriptive summary of the classes you observed. You may choose to include typical patterns, and/or unusual events, things that may have struck you as curious, open to debate, surprises, etc.

D: Personal Reflection (50 points) After the second observation day – submit only 1 time.

- Write a 2-4 page reflection on what you learned about music teaching through these experiences. Compare and contrast classrooms, teachers, students, pedagogies, etc. Include questions that you would like to explore as you continue through the music education degree. Include overall reactions and what you learned from these experiences and how these will shape your future at ISU and beyond.

Location:

Teacher:

<p>Milieu “The “culture” of the school/classroom Physical, emotional climate School-wide policy Philosophical underpinnings</p>	<p>Content/Subject Matter Program goals Curriculum Repertoire Skills Concepts Type of Experiences</p>
<p>Teacher(s) Methods/approaches Philosophy (imbedded theories) Personal Qualities Experience & Background Goals</p>	<p>Students Age/Developmental level Personalities Needs and Interests Musical capacities Learning styles/modes</p>

