

# Iowa State University

## Course Syllabus – Spring 2024 January 2 – May 8

**Music/EDUC 417 S, 8 credits (Secondary Music Student Teaching)**

**Music/EDUC 417 R, 8 credits (Elementary Music Student Teaching)**

**Coordinator/Instructor:** Dr. Natalie Steele Royston  
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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 should 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 Dr. Royston as well as the director of field experiences. Personal time off is not permitted – medical appointments and other personal obligations should be scheduled after school or on the weekend. Professional 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** can result in dismissal from student teaching. If you have questions about any absence, please ask early.

## **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 Jan), and take the **Spring Break** of the host school, 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. Violations of this policy can result in disciplinary action, lowered course grade, and/or removal from student teaching.

## **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 unless the ST holds a substitute authorization. The ST may not substitute for 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. If the student teacher has a substitute teacher authorization, they may substitute for the cooperating teacher only within the parameters of the EPCC policies. Days substitute teaching will not count for student teaching days which may require days to be added to the student teaching duration.

## **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. If the teacher is there, the student teacher should be there.

## **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].

**NOTHING** regarding your student teaching placement, cooperating teacher, or students should be shared publicly or posted on social media of any kind.

## Students with Disabilities

Iowa State University is committed to assuring that all educational activities are free from discrimination based on disability status. Students requesting accommodations for a documented disability are required to meet with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes. Eligible students will be provided with a Notification Letter for each course and reasonable accommodations will be arranged after timely delivery of the Notification Letter to the instructor. Students are encouraged to deliver Notification Letters as early in the semester as possible. SAS, a unit in the Dean of Students Office, is located in room 1076 Student Services Building or online at [www.sas.dso.iastate.edu](http://www.sas.dso.iastate.edu). Contact SAS by email at [accessibility@iastate.edu](mailto:accessibility@iastate.edu) or by phone at 515-294-7220 for additional information.

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 on TK20 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, if requested.
- Complete an online journal entry (on TK20) each week; focus on professional reflections regarding **your** experience; identify one of the teaching standards - should be posted on Canvas by 9:00AM on Wednesday 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.
- 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 educator preparation standards necessary to obtain a license.

## **Assignments for Student Teaching:**

Details for all assignments can be found in the Student Teaching Handbook. All assignments must be submitted online and/or hardcopy. The final submission deadlines for each placement are hard deadlines – no exceptions without extenuating circumstances.

### **Placement 1:**

#### **Assignment #1: Due January 10**

##### **Placement Context**

To ensure success in your student teaching placement, it will be essential to learn about your district, school, and students. In Assignment #1, you will gather data to become better prepared for your experience. You will complete Assignment #1 for each placement you have during your student teaching semester.

**Site Policies and Procedures Questionnaire** - Using the document titled **Site Policies and Procedures Questionnaire**, facilitate a conversation with your Cooperating Teacher to learn about your district, building, and classroom safety practices. You are expected to find the information for all listed questions. Your completed questionnaire should be uploaded in Tk20 by the end of the first full week of your student teaching experience.

#### **Assignment #2: Weekly Reflections – Due Every Wednesday**

You are required to complete and submit weekly journals to reflect on the events of your student teaching placement as connected to the Iowa Teaching Standards. Weekly journals must be uploaded to Tk20 by 9:00AM each Wednesday. Details can be found in the Student Teaching Handbook.

#### **Assignment #3: Supervised Observations**

Assignment #3 directly relates to those formal observations. For each formal observation, the student teacher must complete the following three components and upload them to Tk20 within 24 hours of teaching each lesson:

- Formal Lesson Plan
- Supervisor Feedback Form

#### **Assignment #4: Midterm Self-Evaluation & Substitute Teaching Readiness Self-Reflection Due Feb 5**

You are required to complete self-evaluations to reflect on your progress throughout your student teaching experience as identified in the InTASC standards. These evaluations will be completed at midterm and at the conclusion of your session(s) and will be used as a resource for the three-way conferences with your

cooperating teacher and university supervisor. Evaluations must be completed on Tk20. See handbook for information on Substitute Readiness Self-Reflection.

### **Assignment #5: Notebook – Due March 6**

#### **Organized Student Teaching Notebook (digital or hardcopy)**

All school information (handbooks, policies, emergency procedures)

All lesson plans and teaching materials for the full placement – should be added throughout the semester

### **Assignment #6: Final Self-Evaluation - Due March 6**

You are required to complete self-evaluations to reflect on your progress throughout your student teaching experience as identified in the InTASC standards. These evaluations will be completed at midterm and at the conclusion of your session(s) and will be used as a resource for the three-way conferences with your cooperating teacher and university supervisor. Evaluations must be completed on Tk20.

### **Placement 2:**

#### **Assignment #1: Due March 13 or 20 depending on spring break**

##### **Placement Context**

To ensure success in your student teaching placement, it will be essential to learn about your district, school, and students. In Assignment #1, you will gather data to become better prepared for your experience. You will complete Assignment #1 for each placement you have during your student teaching semester.

**Site Policies and Procedures Questionnaire** - Using the document titled **Site Policies and Procedures Questionnaire**, facilitate a conversation with your Cooperating Teacher to learn about your district, building, and classroom safety practices. You are expected to find the information for all listed questions. Your completed questionnaire should be uploaded in Tk20 by the end of the first full week of your student teaching experience.

#### **Assignment #2: Weekly Reflections = Due Every Wednesday**

You are required to complete and submit weekly journals to reflect on the events of your student teaching placement as connected to the Iowa Teaching Standards. Weekly journals must be uploaded to Tk20 by 9:00AM each Wednesday. Details can be found in the Student Teaching Handbook.

#### **Assignment #3: Supervised Observations**

Assignment #3 directly relates to those formal observations. For each formal observation, the student teacher must complete the following three components and upload them to Tk20 within 24 hours of teaching each lesson:

- Formal Lesson Plan
- Supervisor Feedback Form

#### **Assignment #4: Midterm Self-Evaluation & Substitute Teaching Readiness Self-Reflection Due Apr 5**

You are required to complete self-evaluations to reflect on your progress throughout your student teaching experience as identified in the InTASC standards. These evaluations will be completed at midterm and at the conclusion of your session(s) and will be used as a resource for the three-way conferences with your cooperating teacher and university supervisor. Evaluations must be completed on Tk20. See handbook for information on Substitute Readiness Self-Reflection.

### **Assignment #5: Notebook - Due May 8**

**Organized Student Teaching Notebook** (digital or hardcopy must be submitted)

All school information (handbooks, policies, emergency procedures)

All lesson plans and teaching materials for the full placement – should be added throughout the semester

### **Assignment #6: Final Self-Evaluation - Due May 8**

You are required to complete self-evaluations to reflect on your progress throughout your student teaching experience as identified in the InTASC standards. These evaluations will be completed at midterm and at the conclusion of your session(s) and will be used as a resource for the three-way conferences with your cooperating teacher and university supervisor. Evaluations must be completed on Tk20.

### **Assignment #7: Teaching Standards Mock Evaluation - Due May 8**

**Iowa Teaching Standards Mock Evaluation (once per student teaching semester)**

Toward the end of the student teaching semester (the end of a full-semester session or at the end of the second session), each student teacher will participate in an Iowa Teaching Standards Mock Evaluation. This assignment will not be graded for content, but rather completion. It is designed as an opportunity for the student teacher to become familiar with the Iowa Teaching Standards. See the Handbook for the form and further instructions.

### **Full Semester Assignments (due at end of the semester):**

#### **Music Education Student Teacher Project (due at end of the semester – May 8)**

You will receive a student teacher project based on your placements

#### **Reflection Paper (due at end of the semester - May 8)**

3 – 5 double spaced typed pages – only at the end of the semester

### **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: (as of 12/20/23)**

<b>January 2</b>	Student Teaching Seminar #1 Ames - <b>Required</b>
<b>January 3ish</b>	Report to Placement 1 – district report day for teachers
<b>January 10</b>	<b>Due:</b> Assignment #1
<b>February 5</b>	<b>Due:</b> Midterm Evaluations I
<b>March 1</b>	Student Teaching F23 First Session ends
<b>March 4</b> <b>March 5</b>	Student Teaching Seminar #2- <b>REQUIRED</b> all day in Ames Student Teaching S23 Second Session begins
<b>March 6</b>	<b>Due for Session I:</b> Final evaluation form Journals through the end of session 1 Student Teaching Notebook – session 1
<b>March 13 or 20</b>	<b>Due:</b> Assignment #1 (session 2)
<b>April 5</b>	<b>Due:</b> Midterm Evaluation 2
<b>May 8</b> <b>May 8</b>	Student Teaching F23 Second Session ends <b>Due for Session II:</b> Final evaluation forms Journals through the end of the semester Student Teaching Notebook Student Teacher Project Reflection Paper Mock evaluation
<b>May 10</b>	<b>ISU Graduation</b>