

Iowa State University
Course Syllabus – Fall 2021
Music 480k – Practicum

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Course Description:

As required by the State of Iowa, all students in teacher education programs must observation in k-12 school classroom settings with k-12 school-age prior to the student teaching term. This requirement is designed to help prepare teacher education candidates to be more successful during the student teaching experience. Students will be placed in different settings for each practicum to include opportunities at the elementary and secondary levels. Music students take Music 480k to receive credit for the experiences as follows:

2017 Catalog and previous:

<u>Observation Hours</u>	<u>Observation Course</u>	<u>Credit when taken</u>
24 hours	Music 480 K	1.0 credit taken concurrently with Music 366*
24 hours	Music 480 K	1.0 credits taken at time of choosing
24 hours	Music 480 K	1.0 credit taken concurrently with Music 466*

2018 Catalog and forward:

<u>Observation Hours</u>	<u>Observation Course</u>	<u>Credit when taken</u>
24 hours	Music 480 K	1.0 credit taken concurrently with Music 366*
48 hours	Music 480 K	2.0 credits taken at time of choosing – may take 1 at a time
24 hours	Music 480 K	1.0 credit taken concurrently with Music 466*

1 credit hour = 24 clock hours of classroom time

Learning Outcomes:

- 1) The student will develop an awareness and recognition of quality instruction.
- 2) The student will develop an awareness and recognition of quality instructional planning.
- 3) The student will develop an awareness of, observe, reflect on, and implement effective classroom practices
- 4) The student will reflect upon implementation of the ISU Teaching Standards.

Expectations:

This course experience is part of your professional program. The course is based on requirements for student teaching and for success as a teacher. This is also an opportunity to help determine your direction as a future music educator. The most important qualities for you to exhibit are: being courteous, displaying a positive attitude, being flexible and willing to help when asked, and showing appreciation for this opportunity to observe the teacher and his/her classroom. Please dress appropriately for all observations, turn off your cell phones, do not take food or drinks or chew gum, and **be prompt**.

Attendance Policy:

Perfect attendance is required. If you are ill or must be absent, you should contact the school, the teacher, and Dr. Royston to report the absence **before** it occurs. If there is an emergency, report the absence as soon as it is possible. Include Dr. Royston in the notification of any absences. Your scheduled times should be considered mandatory attendance. Absences for personal reasons including doctor appointments, special rehearsals including dress rehearsals, make-up lessons or exams, are not allowed. University sponsored performances and events will be excused as per university policy; however, all required observation hours must be completed by the deadline.

School Behavior/Dress Code

All ISU students are expected to behave as guests of the schools where they are placed. Students will adhere to dress and behavior codes of the host district ***as well as*** ISU expectations. Respecting confidentiality and establishing appropriate professional relationships are imperative.

Practicum students are instructed to call their cooperating teacher if they are going to be absent or late. Upon arrival at the school site, students must check-in at the main office ***each*** time they visit to register their presence in the building. All ISU students should wear identification at all times in the schools. If there is no formal system in place at the site, wear your ISU card secured in a plastic badge holder.

Process – Timetable – Requirements (1 credit):

1. You must have regularly recurring open blocks of time during the k-12 school day (8:00AM – 3:00PM). Transportation is your responsibility. (All Practicum assignments cannot and will not be in the Ames city schools)
2. You must meet with a representative from Teacher Education Services during the first week of the new semester. You will need watch your email for sign-ups and be prepared to submit all appropriate forms and materials on time.
3. Dr. Royston will work with TES to secure an appropriate placement.
4. TES will notify the cooperating teacher and you of the placement and schedule via e-mail when it is official.
5. ***Follow the observation schedule established*** (report any absences to the cooperating teacher – see attendance requirements). You may attend more than the minimum requirement. If there are issues or conflicts with your placement (such as no class meets during your assigned time), please contact Dr. Royston as soon as possible.
6. Take notes at every session and then you should ***discuss and reflect*** upon what you are observing. This should include but not be limited to a description of what you observe or do, be reflective and think like a teacher – what are they learning, what can you do differently/better? These are

collectively to be submitted as the journal assignment. You should include Iowa Music Standards and ISU Teacher Education Standards.

7. Assist the teacher as requested – some students may have the opportunity to teach lessons, work with small groups and/or work with an ensemble/classroom. **Be proactive, ask if you can help!**
8. Complete the needed hours for your Fall 2021 practicum experience **by Friday, December 10, 2021 – please contact Dr. Royston as early as possible if additional time will be needed. Extensions cannot be made for those student teaching in Spring 2022.**
9. Submit the **journal, lesson plan, time log, and summary paper for your practicum** on Tk20 by **Monday, December 13**. Be sure to include references to Iowa State Teaching Standards and Iowa Fine Arts Standards within your journals. **You must also submit a 1–2-page synthesis paper and the time log confirming your attendance, participation, and hours.**
10. The cooperating teacher should fill out the evaluation form electronically on TK20 (you should double check to be sure this is completed).
11. All assignments and documents must be submitted on TK20.
12. Dr. Royston determines/reports the earned grade based on completion of all requirements and evaluation from the cooperating teacher.

Grading Policy:

Grades are determined based on:

Attendance

Daily reflection journal on Tk20 (quality and quantity, content and construction)

Lesson Plan

Hour/Time log (found at the end of this syllabus)

Synthesis paper

Cooperating teacher evaluation

End of Semester Checklist

_____ **Time log (template attached to this syllabus) – submit on Tk20**

_____ **Evaluation form completed by cooperating teacher – on Tk20**

_____ **Journal – submit on Tk20**

_____ **Lesson Plan – submit on TK20**

_____ **Synopsis paper – submit on Tk20**

_____ **Send email “Thank you” note to cooperating teacher**

ISU Educator Preparation Program Conceptual Framework:

The ISU educator preparation program is founded on the land grant commitment of access and opportunity when serving the people of Iowa, the nation, and the world. Like the University, the ISU educator preparation program is fundamentally grounded in the science and technology of living and learning. The themes of leadership, equity, critical thinking, and innovation are intentionally woven throughout the fabric of this program in order to help today's learners achieve to their full potential. Additional information about the framework can be found at: <http://www.education.iastate.edu/accreditation/iowa-state-university-educator-preparation-program-conceptual-framework/>

For all ISU Teacher Education Policies, see:

<https://www.education.iastate.edu/educator-prep-program/policies-procedures/>

University Policies:

Accessibility Statement

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes before accommodations will be identified. After eligibility is established, SAS staff will create and issue a Notification Letter for each course listing approved reasonable accommodations. This document will be made available to the student and instructor either electronically or in hard-copy every semester. Students and instructors are encouraged to review contents of the Notification Letters as early in the semester as possible to identify a specific, timely plan to deliver/receive the indicated accommodations. Reasonable accommodations are not retroactive in nature and are not intended to be an unfair advantage. Additional information or assistance is available online at www.sas.dso.iastate.edu, by contacting SAS staff by email at accessibility@iastate.edu, or by calling 515-294-7220. Student Accessibility Services is a unit in the Dean of Students Office located at 1076 Student Services Building.

Academic Misconduct:

Academic Misconduct in any form is in violation of Iowa State University *Student Disciplinary Regulations* and will not be tolerated.

“Academic dishonesty occurs when a student uses or attempts to use unauthorized information in the taking of an exam; or submits as his or her own work, themes, reports, drawings, laboratory notes, or other products prepared by another person; or knowingly assists another student in such acts or plagiarism. Such behavior is abhorrent to the university, and students found responsible for academic dishonesty face expulsion, suspension, conduct probation, or reprimand.” (Iowa State University Bulletin, 2013-2014) Students are advised to pay particular attention to the information on plagiarism provided in the Bulletin (www.catalog.iastate.edu/academiclife)

Students' work must be original for this course. Academic dishonesty includes things like using information from books, journals, or the Internet without giving proper credit (citation and reference); unauthorized use of information in taking an examination; or handing in a project as your own that was based on another person's project whether from current or previous semesters

and even if the original project is substantially changed. Academic dishonesty also includes assisting another student in academic dishonesty (e.g., giving someone your project to use as a template). Please do your own work and be sure to give proper attribution when you use ideas and materials from other sources.

The instructor will follow the policies on academic dishonesty and misconduct as adopted by the university. According to University policy, if an instructor believes a student has behaved dishonestly in his/her course, the first thing he/she is to do is “confront the student with the charge...and arrange a meeting...to discuss the charge and hear the student’s explanation” (*Iowa*

State University Bulletin, 2011-2012, www.catalog.iastate.edu/academiclife). If the student denies the charge, the instructor “may not assign the student a grade until the question of responsibility is resolved... The instructor shall consult with his/her department chair and report the incident in writing to the Dean of Students.” The Dean of Students will refer the case to the Office of Judicial Affairs to be investigated. TRANSLATION: DO NOT PLAGIARIZE! This typically includes failing the student in the course and reporting the infraction to the Dean of Students, which may result in expulsion from the University.

See additional information about Academic Misconduct at <http://www.dso.iastate.edu/ja/academic/misconduct.html> for more details and a full explanation of the Academic Misconduct policies.

Discrimination and Harassment:

Iowa State University prohibits discrimination, which can include disparate treatment directed toward an individual or group of individuals based on race, ethnicity, sex, pregnancy, color, religion, national origin, physical or mental disability, age (40 and over), marital status, sexual orientation, gender identity, genetic information, status as a U.S Veteran (disabled, Vietnam, or other), or other protected class, that adversely affects their employment or education. For religion or disability, the law allows employees and students to request reasonable accommodations to continue their work or studies.

Iowa State University also prohibits harassment, which can be a form of discrimination if it is unwelcome and is sufficiently severe or pervasive and objectively offensive so as to substantially interfere with a person's work or education. Harassment may include, but is not limited to, threats, physical contact or violence, pranks, jokes, bullying, epithets, derogatory comments, vandalism, or verbal, graphic, or written conduct directed at an individual or individuals because of their race, ethnicity, sex, pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or U.S. veteran status. Even if actions are not directed at specific persons, a hostile environment may be created when the conduct is sufficiently severe or pervasive and objectively offensive so as to substantially interfere with or limit the ability of an individual to work, study, or otherwise to participate in activities of the university.

It is the university's goal to prevent the occurrence of discriminatory and harassing activity and to promptly stop such conduct. See additional information about Discrimination and Harassment at <http://www.policy.iastate.edu/policy/discrimination#Statement> for more details and a full explanation of the Discrimination and Harassment policies.

Religious Accommodation Information:

Iowa State University welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic or work requirement conflicts with religious observances and practices. If that happens, students and employees may request reasonable accommodation for religious practices. In all cases, you must put your request in writing. The instructor or supervisor will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course or creating an undue burden for the instructor, supervisor, or department.

For students, you should first discuss the conflict and your requested accommodation with your professor at the earliest possible time. You or your instructor may also seek assistance from the [Dean of Students Office](#) or the [Office of Equal Opportunity](#).

For students and employees, it is advisable to confront any potential conflicts as early as possible rather than waiting until the deadline or event is upon you, leaving everyone little time to plan and consider alternatives in a comprehensive way. For students, this can be accomplished as soon as you receive the course syllabus. If an accommodation is given, students and employees may be required to complete coursework or work assignments in advance of an absence, which further demonstrates the need to address the conflict early.

If any student feels discriminated against because of religion, the individual(s) may contact the Office of Equal Opportunity and/or file a complaint under the [Discrimination and Harassment policy](#).

Inquiries can be directed to the Office of Equal Opportunity:

3410 Beardshear Hall

515 294-7612

eooffice@mail.iastate.edu

Freedom of Expression:

Iowa State University supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

Iowa Music Standards (based on National Arts Standards)

https://educateiowa.gov/pk-12/instruction/fine-arts#Fine_Arts_Standards

Iowa State University Teacher Education Standards (InTASC Standards)

The Learner and Learning

Standard #1: Learner Development.

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences.

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments.

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content.

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practices

Standard #6: Assessment.

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction.

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies.

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #8A: Technology.

The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice.

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration.

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

