

**AUBURN UNIVERSITY
COURSE SYLLABUS**

Course Number: CTMU 4910A (CTMU 4910-001)
Course Title: Practicum in Music Education
Credit Hours 2 semester hours
Prerequisites: Admission to Teacher Education, CTMU 5940, 5960, Departmental Approval
Corequisites: CTMU 4910 C if Instrumental/Combined Focus
Date Syllabus Prepared: Updated August 2009
Instructor: Dr. Jane Kuehne – kuehnjm@auburn.edu - Canvas is the best way to communicate.
Office Phone: (334) 844-6852 – Cell Phone: (334) 332-7228
Office Hours: Mondays 1 p.m. – 3 p.m., Tuesdays 9:30 a.m. – 11:30 a.m., Fridays 11 a.m. – 12 noon,
and by appointment

Texts or Major Resources:

Morton, J. B. (2005). *Alabama course of study: Arts education*. Montgomery, AL: Alabama State Department of Education. Retrieved November 13, 2006 from
<http://www.alsde.edu/html/sections/documents.asp?section=54&sort=1&footer=sections>
MENC. (1994). The school music program: A new vision — The K-12 national standards, preK standards, and what they mean to music educators. Retrieved November 3, 2006 from
<http://www.menc.org/publication/books/prek12st.html>, available on blackboard.
Selected readings from current journal articles in *Teaching Music*, *Music Educator's Journal*, and other publications will be assigned.

Course Description:

Cooperatively selected field experience.

Course Objectives:

The focus of this practicum is on music ensemble settings at the middle school level and general music settings at the secondary level. The purpose is to facilitate professional growth and development through interaction with a public school music educator and students in field settings. Each student will be placed with music teachers in public schools to observe classes and assist the teacher. The student will assist the teacher with activities such as: Care and organization of music education materials, tutoring/assisting individual students, tutoring/assisting small groups (section rehearsals), correspondence, record-keeping, and rehearsal of large ensembles.

Throughout the practicum, the student will be expected to:

- * Review materials for music education and critique these materials.
- * Reflect upon music education as a profession and record these reflections in a journal.
- * Observe student-teacher interactions within the music class setting.
- * Assist as deemed appropriate by the supervisor and cooperating teacher, including opportunities for individual, small-group, and large-group instruction.

The student will demonstrate knowledge of:

- The administrative aspects of the music program, including scheduling; recruitment; support groups; selection, purchase and maintenance of resource materials, equipment and performance attire; budget management; performance; and field trips. 290-3-3-.32(1)(a)4. CP6
- The role of the music teacher as a resource person in integrating music into other components of the total school curriculum. 290-3-3-.32 (1)(a)6. CP7

The student will demonstrate the following abilities:

- Play a piano or other appropriate keyboard instrument with sufficient skill for demonstration and accompaniment, including transposition and improvisation. 290-3-3-.32(1)(b)2. CP1
- Play pitched and non-pitched classroom instruments. 290-3-3-.32(1)(b)3. CP1
- Utilize score reading, stylistic analysis, rehearsal management, performance practice, and conducting techniques while conducting music ensembles. 290-3-3-.32(1)(b)4. CP1

- Compose and arrange music and adapt music from a variety of sources. 290-3-3-.32(1)(b)5. CP1
- Interpret representative works of the past and present and evaluate the quality of musical works and performances. 290-3-3-.32(1)(b)6. CP1
- Coordinate the efforts of a large group of students with diverse backgrounds and abilities so as to accomplish desired musical objectives. 290-3-3-.32(1)(b)7. CP5
- Teach students to play both rhythmic and melodic classroom instruments. 290-3-3-.32(1)(b)8. CP5
- Play woodwind, brass, percussion, and string instruments with sufficient skill to teach; perform as a soloist; use the singing voice as a teaching tool; conduct choral as well as instrumental ensembles; and teach instrumental music to individual students and groups. 290-3-3-.32(1)[c]2. CP5
- Use the voice effectively in demonstrations; perform as a soloist; use woodwind, brass, percussion, and string instruments as teaching tools; and conduct ensembles. 290-3-3-.32(1)(d)2. CP5

Course Content and Schedule. Groups of students will be placed with a music teacher in a public school to observe classes and assist the teacher.

Weeks 1-2 Orientation and observation

Weeks 4-15 The student will assist the teacher with activities such as: care and organization of music education materials, tutoring/assisting individual students, tutoring/assisting small groups (section rehearsals), correspondence/record-keeping, and rehearsal of large ensembles.

Course Requirements/Evaluation:

Field-Based Experiences

Students and faculty cooperatively select appropriate field-based experiences and requirements. This course focuses on secondary school setting (ensembles and general music). Each student will be assigned to assist a public school music teacher for 55 hours in blocks of 3 or more hours. (Exact time of scheduled classroom visits will be arranged with the cooperating teacher.) Each student will submit the following:

1. Journal entries for EVERY visit to a school.
2. Lesson Plans and materials (any files you created for the lesson) for EVERY lesson taught.
3. Teaching assessment form
4. Self-Evaluation using #3 above, College forms, narrative
5. Professional Work Sample in the appropriate format

Grading System

This class is PASS (S) or FAIL (U). *All assignment will be graded on a scale of 0 to 4.* You must have at least a 3 for each assignment to pass the class.

4 = Exceeds Expectations (A)

3 = Competent (B)

2 = Needs Improvement (C)

1 = Marginal (D)

0 = Not Submitted or completely wrong (F)

Class Policy Statements

General

Participation. Students are expected to participate in all class discussions and participate in all exercises, including field experiences and observations. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the *Tiger Cub* Rules and Regulations pertaining to cheating will apply to this class.

Policy for Professionalism in Music Education

Attendance. Students must attend all scheduled labs and classes. Unexcused absence, tardiness, leaving early will result in a failing grade for the course and may result in removal from practicum. Any missed labs due to documented excused illness must be made up if the teacher at the placement allows it. If not, a grade of “U” (failing) will be assigned. If the placement occurs at the beginning of the school day, arrival time must be before the beginning of the school day. Cooperating teachers will be asked to report any absences, tardies, or other unprofessional behavior.

The Family Rights and Privacy Act (Public Law 93-380) assures parents that all information concerning their child will be kept confidential. The only person who may access records or information are those who are directly involved with the student's educational program. Educational records cannot be released without the written consent of the parents. In compliance with this federal law, the following guidelines must be followed for students taking this course:

1. All discussion about a student should be conducted with the teacher or university supervisor only.
2. Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
3. You should not discuss students with other parents, agencies, or other students.
4. Limit discussion to those involved with your assignment.
5. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
6. Do not violate any of the above guidelines in electronic communications such as e-mail, discussion boards, or stored documents such as word processor files stored in your computer.

Professional Ethics. In this course you will be working with music teachers and describing their teaching, and students. All discussion of teachers, their students, and their programs are to be *CONFIDENTIAL*, confined to our classroom and the instructor's office. Although there is no law except those of slander and libel, professional ethical behavior includes refraining from critical or derogatory statements of teachers and music programs outside of our classroom. You should not discuss teachers or programs in a negative light with other professors, friends, or students. Violation of these ethics creates a poor reputation for your integrity and the integrity of Auburn University and can damage teacher's careers (and your own).

Dress Code for Field Experiences Students must dress professionally and appropriately and be aware they will be working with students from ages 4 or 5 through ages 18 or 19 (or older in some cases). Both men and women must wear dress shoes. No flip-flops. No tennis shoes, except in the case of marching band. All clothing should fit appropriately. Shirts, pants and/or skirts should be neither too tight nor too loose and they should be *MODEST IN NATURE*. No blue jeans should be worn except for special occasions (casual day at school, ask your cooperating teacher for that). If there is a “jeans” day, all above policies still apply regarding modesty.

Men should wear dress pants and either button-up or nice polo-style shirt (or suit if preferred). A tie may be required. Women should wear dress pants or skirt and a blouse/shirt that reaches at least to the waist and is not cut too low in front or back. Skirts should be at or below the knee in length. Check with your teacher and/or school personnel *BEFORE* wearing cropped/Capri-type pants. They may not be acceptable.

Your best bet to go conservative and dress for a good impression each day. You never know when a person is considering you for a job or considering giving a positive or negative reference.

Consequences for Unprofessional Behavior

Failure to adhere to any of the above policies will result in the following actions being taken. These consequences may be carried from previous semesters/years and into subsequent semesters and/or year(s), depending on situation. Furthermore, in certain situations, the consequence may be immediate removal from class or practicum and/or music education program. If you have had meetings in past semester(s) because of professionalism issues, these will be taken into account as consequences for future behavior are considered.

1. Meet with instructor to discuss the problem(s) and create a plan for correcting the problem.
2. Meet with music education faculty members. During this meeting it will be determined what the student must do to remain the course sequence and a contract/agreement will be written. In addition, at this time, discussion of whether the student may continue in the music education program will occur which may result in removal. Contract/Agreement and/or Memorandum of meeting placed in student's file. Program Coordinator reports to Department Head.
3. Depending on terms of previous contract/agreement, removal from practicum/internship. If not removal, subsequent consequences will be defined at this time.

College of Education Professionalism Policy. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or disposition are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Other. Students must satisfy all course objectives in order to pass this course

Contingency Plan

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

PROFESSIONAL WORK SAMPLE BASIC GUIDELINES

Taken directly from internship handbook.

PLANNING

Complete your lesson plan. Then respond to the following questions. Attach your lesson plan to your responses.

1. What are your learning outcomes and why did you choose them?
2. How will you determine if all students made progress toward achieving the learning outcome(s)?
3. Why did you choose the instructional materials and/or procedures?
4. How do your lesson plan and/or the learning environment promote student engagement and encourage supportive interactions?
5. How does your lesson plan acknowledge and value the diversity of your students?

IMPLEMENTATION

Arrange for your internship supervisor and/or your cooperating teacher to observe your lesson. Conduct a brief pre-conference with the observer(s) and share an overview of the lesson including the learning outcome(s). Ask your observer(s) to take notes on the following:

1. Examples of student insights and/or high levels of engagement
2. Examples of student confusion and/or lack of engagement
3. More and less effective parts of the lesson including notes on how characteristics of effective teaching explain differences in the effectiveness of these parts (e.g., characteristics listed on the PEPE-based instrument or identified in effective teacher research)

REFLECTION

After the lesson, facilitate a discussion with your observer(s) that focuses on the following questions. Respond to the questions yourself before asking your observer(s) for their insights.

1. Did all students make progress toward achieving the learning outcomes? What evidence did you observe during the lesson?
2. How did student insights and/or confusion influence the implementation of the lesson? to support your response?
3. What parts of the lesson were more effective? What characteristics of effective teaching explain the effectiveness of these parts?
4. What parts of the lesson were less effective? What characteristics of effective teaching are relevant when considering how to improve these parts of the lesson?

After the discussion, write a one paragraph summary for each of the four items above to recap the discussion. Also, write a one paragraph response to each of the following two items:

1. What insights did you gain from the discussion? How might you make use of these insights to improve future lessons?
2. In what ways was technology useful as you planned, implemented, or reflected on the lesson or how could technology have been useful in planning, implementing, or reflecting on this lesson?

ANALYSIS OF STUDENT LEARNING

Carefully analyze post-assessment data and, if appropriate, pre-assessment data. Post-assessment data could address learning outcomes for a single lesson or outcomes that span multiple lessons. Write a one paragraph response to each of the following questions:

1. What did the assessment data reveal about the learning of all students? Attach the data and supporting artifacts such as samples of the assessment, rubrics, and student work samples.
2. What additional insights do you have about student learning that are not captured by the data?
3. How did you use data to inform subsequent instruction or how will you use data to inform future instruction?

PROFESSIONAL WORK SAMPLE EVALUATION RUBRIC

Taken directly from internship handbook.

Rating Indicator	Poor <i>Performance is far below expectations.</i>	Approaching Competence <i>Performance sometimes meets expectations but is inconsistent.</i>	Competent <i>Performance meets and sometimes exceeds expectations.</i>	Exemplary <i>Performance far exceeds expectations; consistency is evident.</i>
Planning	Candidate provides insufficient details about learning outcomes, materials/procedures, and assessment. Important features of the learning environment and the students are omitted from the response. Decisions lack insight and/or are not based on best practices. Response lacks examples and relies on generalizations. Response is unclear and/or contains several grammatical and usage errors.	Candidate provides some details about learning outcomes, materials/procedures, and assessment, but fails to explain their relationships. Some features of the learning environment and the students are shared. Some decisions lack insight and/or are not based on best practices. Response is supported by some examples but seems contrived. Parts of the response lack clarity and contain some grammatical and usage errors.	Candidate provides details about learning outcomes, materials/procedures, and assessment and also explains their relationships. Features of the learning environment and the students are discussed. Decisions are based on best practices. Response is supported by examples. Response is clear, organized and free of major grammatical and usage errors.	Candidate provides substantial details about learning outcomes, materials/procedures, assessment and also effectively describes their relationships. Important features of the learning environment and the students are carefully considered and addressed. Decisions reflect insightfulness and are based on sound professional judgment and best practices. Response is supported by many relevant, original examples. Response shows an exceptional command of written language.
Implementation	Candidate has difficulty communicating content and relevant connections. Many activities, materials and/or strategies are inappropriate for content and students. Candidate fails to convey a passion for learning and students are not engaged in much of the lesson. Candidate often fails to monitor learning, respond to students' insights/confusions, and/or make adaptations for diverse learners.	Candidate has some difficulty clearly communicating content and/or relevant connections. Not all activities, materials, and/or strategies are appropriate for content and/or students. Candidate fails to convey a passion for learning, and/or students are not engaged in parts of the lesson. Candidate periodically monitors learning, responds to students' insights/confusions, and/or makes appropriate adaptations for diverse learners.	Candidate communicates content and relevant connections. Activities, materials, and/or strategies are appropriate for content and students. Candidate conveys a passion for learning, and students are engaged in the lesson. Candidate monitors learning, responds to students' insights/confusions, and makes adaptations for diverse learners.	Candidate clearly and effectively communicates content and relevant connections. Activities, materials, and/or strategies are exceptionally well-suited for content and students. Candidate conveys a passion for learning, and students are highly engaged in the lesson. Candidate consistently monitors learning, thoughtfully responds to students' insights/confusions, and makes appropriate adaptations for diverse learners.

Rating Indicator	Poor <i>Performance is far below expectations.</i>	Approaching Competence <i>Performance sometimes meets expectations but is inconsistent.</i>	Competent <i>Performance meets and sometimes exceeds expectations.</i>	Exemplary <i>Performance far exceeds expectations; consistency is evident.</i>
Reflection	Candidate has difficulty facilitating a discussion about learning and teaching. Candidate's observations and insights are inconsistent with others' perspectives. Candidate fails to provide examples to support reflections. Candidate fails to convey a commitment to meeting the learning needs of students and does not draw upon an understanding of teaching/learning theory to support comments or to suggest changes in future teaching. Candidate fails to share appropriate ways that technology might be used. Candidate does not communicate ideas clearly.	Candidate has some difficulty facilitating a discussion about learning and teaching. Candidate's observations and insights are not generally consistent with others' perspectives. Candidate provides few examples to support reflections. Candidate conveys some commitment to meeting the learning needs of students but fails to draw upon an understanding of teaching/learning theory to support comments or to suggest changes in future teaching. Candidate shares basic ways that technology might be used. Some of the candidate's ideas are not communicated clearly.	Candidate facilitates a discussion about learning and teaching. Candidate's observations and insights are generally consistent with others' perspectives. Candidate provides examples to support reflections. Candidate conveys a commitment to meeting the learning needs of students and draws on an understanding of teaching/learning theory to support comments and to suggest changes in future teaching. Candidate shares appropriate ways that technology might be used. Candidate clearly communicates ideas.	Candidate successfully facilitates a productive discussion about learning and teaching. Candidate's observations and insights are consistent with others' perspectives. Candidate provides specific, relevant examples to support reflections. Candidate conveys a deep commitment to meeting the learning needs of all students and draws on a broad understanding of teaching/learning theory to support comments and to suggest changes in future teaching. Candidate shares specific and logical ways that technology might be used. Candidate clearly and effectively communicates ideas.
Analysis of Student Work	Candidate provides a poorly organized and/or incomplete summary of data. Data sources, analysis, and/or interpretations are questionable. Conclusions are not supported by data and other sources of information. No mention is made of how data are used to understand learner differences. Candidate's account of how data are used to inform instruction lacks examples and/or detail.	Portions of the data summary are incomplete or unclear. Data are presented but not analyzed or interpreted accurately. Some conclusions seem invalid and/or are not supported by data and other sources of information. Little attention is given to how data are used to understand learner differences. Candidate's account of how data are used to inform instruction seems contrived or scripted.	Candidate provides a clear, complete summary of data. Data are presented, analyzed, and interpreted appropriately. Conclusions seem valid and are supported by data and other sources of information. Candidate explains how data are used to understand learner differences. Candidate includes a complete account of how data are used to inform instruction.	Candidate provides a well-organized, comprehensive, and seemingly accurate summary of data. Important data are presented clearly, analyzed carefully, and interpreted in a meaningful way. Conclusions are insightful and are supported by relevant data and other pertinent information. Candidate clearly articulates how data are used to understand learners' differences. Candidate includes a detailed, vivid account of how relevant data are used to inform instruction.