

**MU 374.2 - Seminar for Student Teachers
Spring 2007**

Professor: Dr. Barbara Liebhaber

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Class meetings: Mondays

4:00 – 6:00 p.m.

PPHAC 103

Requirements:

Texts: Strong Arts, Strong Schools - Charles Fowler
Power of Mindful Learning – Ellen Langer
Cooperative Learning in Music – Phyllis Kaplan and Sandra Stauffer

Attendance: There will be no unexcused absences. Absence will result in a zero for attendance and all activities that day.

Tardiness: Seminar begins promptly at 4:00 on Mondays. For every tardy arrival the student's final grade will lose 1/3 grade point: (i.e.: A to A-)

Homework/Papers/Presentations: All homework is due at the beginning of the seminar. Any homework handed in late will result in a zero for that assignment.

Participation: All students will be expected to be prepared to participate in all seminar discussions and activities. Preparation includes written work, reading, leading of class discussions, presentations of lessons and responding to other students in seminar. Students will receive a grade for every seminar.

Leading seminar: Each student will lead at least one seminar. The student will address the given journal question of the week as well as the assigned reading. The student will be responsible for making sure that all seminar participants are actively engaged in the discussion and ask questions designed to promote critical thinking and allow for many perspectives to be presented.

Process Log: After each seminar write your response to class discussion and activities. This will be handed in at the last class.

Journal: Daily reflections on student teaching activities.
Keep a daily journal during the student teaching experience.
A journal question will be assigned each week. Your journaling will address issues that you are experiencing in your student teaching with that question in mind. Journal will be handed in at each seminar.

You may also include your reflections and relevant issues to your experience such as the following:

1. motivating the students
2. classroom management
3. making the lesson relevant
4. non-teaching issues
5. becoming a member of the faculty
6. developing a relationship with the students

Perspective Papers

1. Initial – your thoughts about teaching music during your first few days of student teaching. This is due at the second seminar.
2. Transformation - A short paper discussing how you feel you have changed your thoughts about teaching music after the experience of student teaching. This paper is due at the next to last seminar. It will be helpful for you to read your process log, journal and initial perspective paper before writing this paper.

Final Project

Students will write a research paper according to the following guidelines:

1. Topic must be approved by professor before 3rd seminar meeting. Topic must be relevant to music education. An outline of the paper must be handed in by the 6th seminar meeting.
2. APA format must be followed
3. Must be at least 10 pages, double spaced, maximum 12 font of written information, not including appendices, references, cover page or index.
4. Paper must include factual information using proper citations.
5. **Due: Monday, April 16, 2007** at 4:00, beginning of seminar. This will not be accepted late. A project not handed in at this time will result in a zero for the project.
5. Materials distributed to class: These projects will not be presented in class, however students are responsible for distributing packets of information about their topics to other class members. Distribution of materials is part of the requirement for this project. A lack of the proper number of materials to distribute will result in a full grade lowered grade for the project: (i.e.: A to B). These copies are due at the same time the project is due, Monday, April 16, 2007, at 4:00 p.m.

Portfolio - To be handed in at the last class meeting. This will include:

1. Initial perspective paper.
2. Perspective transformation paper
3. Review of film viewed.
4. Two lesson plans that you found successful for both of your student teaching placements or pre-student teaching experiences, one from your first placement and one from your second.
5. A lesson plan for each of the following, even if you have not executed them: For the vocal and instrumental ensembles, include the warm-up; for the general

- music lessons include the elements of music being addressed; for all lessons include the standards from the National Standards on the Arts in Education:
- a. Beginning instrumental (elementary or MS)
 - b. Beginning vocal ensemble (elementary or MS)
 - c. High school instrumental ensemble
 - d. High school vocal ensemble
 - e. K-2 or 3-5 general music
 - f. Middle school general music
 - g. High school music appreciation or theory
6. Any documents that you prepared and handed out to your students. These might include:
 - a. Homework
 - b. Method of assessment of students – test or quiz
 - c. Method of assessment for teacher
 - d. Worksheet
 - e. Reading material
 7. Any documents that you handed out when you led seminar.
 8. Your professional goal: why you want to teach music, what you hope to bring to your students, how you will contribute to a school and community.

Course Objectives:

Students will be able to:

1. Self-assess teaching experiences.
2. Communicate effectively with students, faculty and staff at assigned school.
3. Develop lesson plans with the cooperating teacher as well as independently.
4. Effectively teach lessons in both elementary and secondary settings.
5. Become actively involved in seminar discussing issues related to the assigned reading, music and music education.
6. Present and lead seminar in discussion.

Films:

View one of these films during the semester and write a short review. Include your thoughts on how real the portrayal of the teaching situation is. How were situations handled in the movie? How would you handle them differently? What would you do the same and why?

Mr. Holland's Opus
Music of the Heart
Dangerous Minds
To Sir with Love
Pay it Forward

Grading:

25% Attendance and active participation. This includes:

- Participation in class discussions that demonstrates preparation including assigned reading or written material;

- Responding to others in seminar; behaving in professional manner with colleagues including students, professors and supervisors;
- Ability to accept constructive criticism as well as offer positive reinforcement for others

25% Written materials; all homework described above under portfolio

25% leading seminar in class discussion – must be prepared on date assigned or results in zero for assignment

25% final project including distributed materials – must be prepared on date assigned or results in zero for assignment

Penalty points:

Students will have points taken off their final semester grade in the following fashion:

- 1/3 grade (A to A-) for every tardy entrance to seminar
- 1 full letter grade (A to B) for each absence from seminar
- 1/3 grade for every unprepared seminar activity (not having read material assigned or not bringing homework assigned to class; not having proper number of copies for distribution)
- 1/3 grade for leaving seminar early
- Full grade (A to B) for not submitting completed portfolio on time. For every day late after that, the portfolio will continue to be lowered 1/3 grade.
- Full grade (A to B) for not being prepared to lead seminar on assigned date
- Student teaching activity will be taken into account. Penalty points will be taken off the final grade if necessary, taking the following into account:
 - Ability to work with college supervisor, including scheduling observations
 - Ability to work with cooperating teacher
 - Professionalism in the placement, including attendance
 - Being prepared for observation with proper lesson plans, according to student teaching handbook
 - Completion of student teaching responsibilities including full number of hours according to student teaching handbook, by the last day of the semester

Policy on Academic Honesty: Please refer to page 46 of the Moravian College catalog. This policy will be enforced.

All policies and procedures for student teaching according to the Student Teaching Handbook will be enforced.

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Spring, 2007
Topics for Journal

Goals for student teaching:

- Organization, planning, preparation
- Confidence, flexibility, quick thinking
- Conducting an ensemble; leading a rehearsal
- Discipline/classroom management/motivational techniques
- Being consistent and fair
- New perspectives on teaching/trying new techniques
- Handling stress/balance

Questions for the coop:

- Surviving the first year of teaching
- Out of class preparation time
- Dealing with parents and administration
- Special needs students in performing ensembles
- Competition and/or cooperation
- Dealing with the negative student
- Field trips
- Budget
- Ensembles – recruitment and retention

The following is only a partial list of topics for class discussion.

1. Classroom management – or how do we get all the students involved in the lesson?
2. Inclusion – making sure that every student will be involved, included in the lesson
3. Methods of assessment – how do we know that they know? How do we assess the students? How do we assess ourselves?
4. Motivational techniques – or how do we keep the students interested?
5. Relevance – how do we find out what is relevant to the students? How do we make what we are doing relevant?
6. Choosing appropriate materials
7. Relevant software – for in the classroom or as homework?
8. Designing effective lesson plans – making them realistic, gradual, incorporating Dalcroze, Orff and Kodaly techniques, and reinforcing the visual, aural and kinesthetic learner
9. Many ways to approach a single concept
10. Designing a successful concert – balancing the repertoire, choosing appropriate music, adding visual

11. Teaching strategies – how many ways can you think of to approach a concept?
12. Including the standards for the arts in the curriculum
13. Curriculum - defining, designing
14. What are some things that we did while student teaching of which we are very proud?
15. What are some things that we did while student teaching that surprised us?
16. What are some things that we either observed or did that we want to make sure to remember in the future?
17. Maintaining a sense of humor at all times
18. Leaving our own personal baggage out of the school building.
19. Getting along with colleagues; working together; being part of a team.
How to behave in the faculty room: what to get involved in, what to stay away from.
20. Making friends with support staff: secretaries, custodians.
21. Being positive even when you are feeling negative.