

MORAVIAN COLLEGE

MU374.2

Music Ed Seminar

Spring 2012

Professor Joy Hirokawa

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Office Hours: Monday 1:30 – 2:30, Tuesday 10:00 – 11:30, Friday 2:30 – 4:00 and by appointment

Class meetings: Friday 4:00 – 6:00 PM

HILL Rm. 209

“When we empower our children with the particular knowledge of music study, we give them four gifts...the gift of their own civilization, the gift of expression, the gift of understanding, and the gift of a new horizon.”

from Foundation for the Advancement of Education in Music.

“In a hundred years from now it will not matter what my bank account was, the type of house I lived in, or the kinds of clothes I wear, but the world may be much different because I was important in the life of a child.”

Author unknown

Goals: The focus of this course is to support your transition from student to teacher as you apply the considerable preparation you have already accomplished. Emphasis will be placed on refining the skills students will need to become outstanding music educators. These include writing strong lesson plans, effectively teaching lessons in both elementary and secondary settings, learning to self assess teaching experiences, and demonstrating professionalism in communication, attitude, and commitment.

Required Materials:

Crowd Control. Susan Haugland. Rowman and Littlefield Education/MENC. ISBN 978-1-57886-611-3

Teaching General Music in Grades 4 – 8: A Musicianship Approach. Thomas A. Regelski. Oxford University Press ISBN 0-19-513778-7

Music in Childhood. Patricia Shehan Campbell and Carol Scott-Kassner. 3rd Edition. Thompson/Schirmer

National Standards on Arts Education – MENC

Articles and web based materials as assigned in class

Books and recordings placed on reserve in the library

Professional membership:

- Students are required to become members of MENC, which includes membership in PMEA. This will provide a discount for attending the PMEA Conference in April in Hershey.
- Students are encouraged to become members of musical specialty organizations such as ACDA (Choral), OAKE (Kodaly), AOSA (Orff), or ASTA (string).
- Students are encouraged to subscribe to magazines that are of interest to your specialty such as *The Instrumentalist Magazine*.

Attendance Policy: Absences will significantly impact the ability of the student to successfully complete the course with a superior grade. Each unexcused absence will result in grade of zero for the day. Excused absences will be for professional activity, extreme illness, or emergencies. Punctuality is part of being professional. Tardiness reflects unprofessionalism. Please plan

accordingly, with consideration given for traffic and distance from your placement. A pattern of unexcused tardiness will result in a 5% drop for the final grade of the class.

Academic Integrity: Students are expected to uphold the standards of academic honesty, as they are spelled out in the Student Handbook. Students are required to be familiar with copyright issues as well as the college policy on plagiarism. All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

Field Experience Component:

The purpose of the field experiences is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate "no record exists". Students are also required to have a negative result on a current tuberculosis test.

Grading:

- Weekly Journal 20%
 - Submitted weekly to Prof. Hirokawa
- Lesson Plans – submitted weekly
 - Elementary 20%
 - Secondary 20%
- Written assignments 10%
 - Special Education Article
 - Brain Research Article
 - ELL Article
 - PMEA summary reflection
- Seminar Participation and Professionalism 10%
 - Arrive on time and participate fully in seminar activities
 - Email weekly schedule to all supervisors by 10:00 PM each Thursday (Malok and Hirokawa)
 - Professional Development (PMEA or Workshop)
- Portfolio 20%

Expectations and Requirements:

- **Prompt attendance** for each class. As a future professional music educator, being on time means being 5 – 10 minutes early. Arriving at the appointed time means you are late. (Robert Page) Make it a habit.
- **Assignments** must be turned in on time. On time means at the beginning of the class on the due date, or the time indicated for electronic submission. The instructor will indicate in class if an assignment is to be submitted in hard copy format or electronically. Late assignments will be dropped to the next fraction of a grade for each day late (A- becomes B+, etc.) All written assignments should be word processed in Times New Roman font, 12 point, double-spaced unless otherwise indicated. Length of written assignments will be indicated with each assignment. Lesson plans will follow the format distributed in class.
- **The Written Word** – As a future Music Educator, you need to be articulate and be able to clearly express yourself in any number of public situations. Correct grammar, punctuation, sentence structure, and spelling will be an important aspect in the grading of

any written work you submit, as will any citations related to research. We will use APA formatting and citations.

- **Portfolio** - Each student should maintain a portfolio of work completed during the semester. This portfolio is intended to show your best work in a future employment interview. Specifics of what should be included will be discussed in class. Aim to have as complete a portfolio as possible by the 4/17 class. You will bring your portfolio to class and critique each others portfolios. The final portfolio will be presented to me in a mock interview/conference during finals week.
- **Electronic protocol** – Cell phones must be disabled during class. Texting in class is unacceptable and unprofessional. If you have an emergency and need to be available for a related call, please let me know prior to the start of class.
- **Subject to change:** This syllabus should be considered a flexible document. As the semester unfolds, revisions may occur.

Accommodations:

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Lesson Plans: All lesson plans must be submitted to your co-op *at least two days in advance* of the lesson you are teaching. This will allow your co-op time to give you feedback and you time to revise prior to teaching. This is extremely important! If you know you are going to be observed, submit a copy of the lesson plan to Mrs. Malok or Professor Hirokawa *two days prior* to the observation. This can be done via email:

- Mrs. Malok: lmalok@moravian.edu
- Prof. Hirokawa: jhirokawa@moravian.edu

Each time you teach, you should take a moment to write reflective notes on the lesson, noting what you wish to change and what you worked well. All lesson plans and reflective notes should be turned in to Professor Hirokawa with your summary Journal Reflection (see below) weekly. If you revise a lesson extensively over the course of the week, include both the original and the majorly revised plan.

For the first two weeks of each placement, you should write full length, detailed plans for every class. After the first two weeks, if your instruction demonstrates that you have a thorough understanding of the principals of lesson plan writing and of instruction, and your co-op and supervisor approve, you may go to a condensed format for the class you have been teaching. You may be required to write additional full length lesson plans if it seems necessary to strengthen your understanding. As you add new classes, you will be required to write full length plans for the first two weeks of that class if it is significantly different. For example, if your first class to teach consistently is a secondary music appreciation class, and the next class you pick up is a guitar class, you will need to write full lesson plans for the new class. If you are unsure of what to do, please ask your supervisor.

Rehearsal plans should include the warm ups you do for the piece you are rehearsing and any other related set up required for the rehearsal. These should be full rehearsal plans for your selections as outlined in the handout.

Small group lessons should be documented by a system you will devise or adapt from your co-op's system. You must demonstrate some method of tracking the progress of your students in the lessons. Small group lessons still require planning via your short and long-term goals for each student. See handouts from ED 368 for more suggestions.

Your lesson plans will be submitted weekly along with your Journal Reflection as noted below. They should show evidence of your co-op's input via their notes and/or initials on the plans as well as your own daily notes. As you will need your plans to plan for the subsequent week, what you submit should be a copy, and you should keep the original.

Assignments:

- *Journal entries:* You will be maintaining a journal of your experiences during student teaching. These will be submitted as follows:
 - *Management Plan:* **Friday, Jan. 20, 2012 (for elementary) at the beginning of class and submitted to Blackboard by class time, and Friday, March 16, 2012 (for secondary) submitted to Blackboard by 4:00 PM:**
 - This assignment should summarize what you are observing in terms of management in your placement. What specifically does s/he do to maintain a positive classroom atmosphere? Describe any school wide plans that you observe. What is your co-op's philosophy towards classroom management and discipline?
 - Describe what *your* plan is for management and discipline in the classroom. Will it be different for small group lessons or ensembles? How will you organize your classroom (routines, rules, physical environment) and your lessons to create a welcoming and rich learning environment?
 - How will you put this plan into action? How will your students know your expectations? How will you convey it to them?
 - How will you handle misbehavior?
 - How do your procedures fit with the school program?
 - What connections from your readings and our class discussions can you make to your plan?
 - You may use your books and other references as sources. Please appropriately cite any sources you use.
 - Describe your philosophy of classroom management.
 - Do not write a list. This should be a 2 – 3 page paper that is both descriptive, reflective, and thoughtful, and should reflect your personal style.
 - The two management plans should reflect the difference of working with elementary students in the first plan and secondary students in the second plan.
 - Submit on Blackboard by class time on the required date above in Word format naming your document Last Name ManPlan#.doc(x)
 - *Teaching Reflection:* **Fridays, Jan. 27 (#1.1), Feb.3 (#1.2), Feb. 10 (#1.3), Feb. 17 (#1.4), Feb. 24 (#1.5) (elementary) and Fridays, Mar. 23 (#2.1), Mar. 30 (#2.2), April 6 (#2.3), April 13 (#2.4), and April 20 (#2.5), (secondary):**
 - Gather all your plans from the week, look through your daily reflective notes at the end of each plan, and on individual students.
 - Summarize briefly the activities of the week. What were the highlights? Were there any major events during the week that affected instruction? How so? What did you or your co-op do to maintain instruction?
 - Critique and reflect on the week. Comment on specific strategies that either worked well or that may require change. What will you change and how? What do you want to maintain and why? Cite specific examples.
 - If you are teaching primarily small group lessons, reflect on the challenges facing individual students and what strategies you are using to help them achieve. Name the students by initials only. Describe how you are tracking their progress.
 - If you have an ensemble in your responsibilities, reflect on how effective you are in rehearsals. How successfully are you teaching musicianship in the rehearsal? How are you engaging all learners throughout the rehearsal? How are you encouraging critical, musical thinking in the ensemble setting? How are you using questioning to promote engagement?

- Comment on how you are meeting the needs of diverse learners. Discuss what strategies seemed to work well with specific special needs or ELL students, and those strategies that did not.
- In all cases, include details and specific examples, conveying your thoughts, feelings and honest assessment of your progress.
- Make connections to readings and classwork, current and past.
- Comment on any connections to your developing philosophy of teaching.
- Do not feel that you need to follow a particular format to these reflections, but rather think carefully and reflectively.
- Your reflection should be double spaced and roughly 2 pages.
- Submit together with your lesson plans for the week in the envelope provided at the beginning of each seminar or in Professor Hirokawa's mailbox (as directed) by 4:00 PM on the due date listed above.
- Also submit on Blackboard by 4:00 PM on the due date, naming the document: Last nameJourRef#.doc(x)
- **Summary Reflection: Friday, March 2, 2012 (for elementary) and Friday, April 27, 2012 (for secondary)**
 - For these reflections, look back over your weekly journal submissions for the placement. Summarize how you have grown as a teacher. What skills have you acquired over this placement? What have been your greatest challenges? How have/will you address them? What has come easily to you? What has been the most rewarding to you?
 - How do you anticipate continuing to grow as a teacher? What do you plan to do for professional development?
 - Your reflection should be double spaced and roughly 2 pages.
 - Submit on Blackboard by 4:00 PM. Submit the final set of lesson plans with the Elementary reflection. Do not submit lesson plans with the Secondary reflection. Name your document: Last NameSumRef#.doc(x)

Portfolio:

Your final professional portfolio is your culminating project for the course. It should represent your best work in student teaching and will be used in your job search. Consider it a work in progress – you will continually update it throughout your professional career. Your portfolio should convey:

- Your excitement about teaching
- Your beliefs about teaching
- Your creativity
- Your knowledge
- Your musicianship
- Your ability to motivate students

It should include:

- Cover sheet (contact information)
- Table of contents
- Resume
- Philosophy Statement
- Any of the following:
 - Lesson plans
 - Self-created curricular materials
 - Student work
 - DVD of your work or students' work
 - Photographs (including bulletin boards, student work, you in front of the classroom, etc.)
 - Journal entry(ies)
 - Conference notes
 - Accommodations for diverse learners
 - Musical programs

- Musical arrangements
- Demonstration of personal musical abilities
- Unit planning
- Assessments
- Reflections
- Other items that provide evidence of your skills as a teacher and musician

Each item should be annotated in a paragraph as to why it is included in the portfolio. Lesson plans should include your self-evaluation of the lesson, samples of the assessment used, and samples of student work. Each lesson plan with its supporting materials should be tabbed separately. Other materials should be grouped and tabbed separately as well. You may also want to prepare additional tabs for items you will add later such as your transcript, certification, recommendations, extracurricular activities, evidence of community involvement, etc.

Your portfolio should be very professional looking, and showcase your abilities to organize. Photos, images, powerpoint slides, etc. are encouraged. Due May 1st at Noon.