



MU374.2

Music Ed Seminar

Spring 2014

Professor Joy Hirokawa

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Office Hours: Tuesday 10:00 – 11:30 and 12:30 – 2:00, Monday 1:30 – 2:30 and by appointment

Class meetings: Wednesday 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

Big Ideas:

- Teaching requires careful reflection and a guiding philosophy to generate a rich, creative, and safe learning environment.
- An inclusive classroom environment that addresses the needs of diverse learners can be beneficial to all learners, and contributes to an equitable environment in the classroom.
- Music provides opportunities for students to be expressive in uniquely personal ways, and leads to broader understanding of culture and history.

Essential Questions:

- How does careful and honest reflection help to develop teaching expertise?
- How does teaching philosophy guide teaching practice?
- How do teachers create a rich, creative, and safe learning environment?
- What skills does a teacher need to address the needs of diverse learners in the music classroom?
- How does a teacher create an inclusive environment in their classroom?
- How do music teachers inspire musicality in their students?
- How can music teachers help students to have a broader understanding of culture and history through music instruction?

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 music classes in both elementary and secondary settings, and instrumental, vocal, and general music settings; learning to be a reflective teacher; and demonstrating professionalism in communication, attitude, and commitment.

Required Materials:

Crowd Control. Susan Haugland. Rowman and Littlefield Education/NAfME. 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 – NAfME

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 NAfME, which includes membership in PMEA. This will provide a discount for attending the PMEA Conference in April in Hershey. Please submit your membership numbers to Dr. Hirokawa by Wednesday, 1/15/14. These are needed to register for the PMEA conference, which is paid for by the music department.
- 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 attendance 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. Please notify Dr. Hirokawa in advance of any anticipated absences, and as soon as possible with any emergency absences or tardiness.

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. 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.

This syllabus is subject to change. Grades will be assigned using the college-designated point system for percentages and grades as described in the college catalog. It is within the instructor's purview to assign a qualitative judgment to a grade when required.

Grading:

- Weekly Journal and management plans 20%
 - Submitted weekly on Blackboard
- Lesson Plans/Teaching Materials
 - Elementary 20%
 - Secondary 20%
- Written/class assignments 10%
 - Social Justice Article
 - Special Education Article
 - Brain Research Article
- Seminar Participation and Professionalism 20%
 - Arrive on time
 - Participate fully in seminar activities
 - Email weekly schedule to Dr. Hirokawa and Dr. Wetzel by 6:00 PM Fridays
 - Professional Development (workshops & PMEA attendance)
- Portfolio 10%

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 or similar 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. Have a portfolio reflective of your first placement and previous experience ready for the 3/12/14 class. You will bring your portfolio to class and critique each others' portfolios. The final portfolio will due at noon on Tuesday, 4/29/14.
- **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 posted in Google Docs *at least 48 hours 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! Dr. Hirokawa and Dr. Wetzel will also be accessing your lesson plans *48 hours prior* to the observation.

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 maintained in your Google Docs folder. Each revision should be indicated with a new number and saved as a new document (e.g. 4th Grade General Music Lesson Plan 1.1, 1.2, 1.3, etc.) Include your last name as the first word of the document name. For example, the plan just named might be abbreviated as: Hirokawa.Gr.4.Gen.Mus.1.1. Make it clear and easy to figure out what the document is.

For the first two weeks of each placement, you should write full-length, detailed plans for every class, including dialogue, questions, and anticipated answers. 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, detailed rehearsal plans for your selections as outlined in the handout. As with lesson plans, these should include dialogue, questions, and anticipated answers. "Rehearse from Rehearsal A to Rehearsal B" is not an acceptable rehearsal plan.

Small group lessons should be documented by a system you will devise or adapt from your co-op's system. You must demonstrate a manageable method of planning the lessons and 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 maintained on Google Docs, while your Journal Reflection will be submitted to Blackboard as noted below. Plans 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.

Assignments:

- *Journal entries:* You will be maintaining a journal of your experiences during student teaching. These will be submitted as follows:
 - **Management Plan: Sunday, 1/19/14 (for elementary) and 3/16/14 (for secondary) submitted to Blackboard by 11:59 PM:**
 - This assignment should first summarize what you are observing in terms of management in your placement. What specifically does your co-op do to maintain a positive classroom atmosphere?
 - What is your co-op's philosophy towards classroom management and discipline?
 - Describe any school wide plans that you observe.
 - What sort of environment do *you* wish to create with your approach to classroom management?
 - 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 structure your plans to maximize student engagement and minimize disruption?
 - What basic rules will you put in place (with or without student input)?
 - How will you handle misbehavior?
 - How will you put this plan into action? How will your students know your expectations? How will you convey it to them?
 - 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 the required date above in Word format naming your document Last Name ManPlan.elem.doc(x) or Last Name ManPlan.sec.doc(x).
- **Teaching Reflection: By 11:59 PM on Sundays, Jan. 26 (#1.1), Feb. 2 (#1.2), Feb. 9 (#1.3), Feb. 16 (#1.4), Feb. 23 (#1.5) (elementary) and 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?
 - Use the Iceberg Sequence to 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.
 - Try focusing on the students and *how the students responded* to what you did. If you were unenthusiastic, were the students also? Might there be a correlation? If they look bored, what does that tell you?
 - 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, remembering that questions may be posed musically as well as responded to musically?
 - 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, and why you think that was so.
 - In all cases, include details and specific examples, conveying your thoughts, feelings and honest assessment to support your statements.
 - Make connections to readings and classwork, current and past.
 - Comment on any connections to your developing philosophy of teaching.
 - Remember that you will need to include your video recording critique in Week 5 of each placement.
 - Use your Notebook to provide evidence for your Journal entry.
 - Do not feel that you need to follow a particular format to these reflections, but rather think carefully and reflectively.
 - All lesson plans referred to should be current and accessible in Google Docs. If you make reference to a specific version of a plan, be sure to include the version number.
 - Your reflection should be double spaced and roughly 2 - 3 pages.
 - Submit on Blackboard by 11:59 PM on the due date, naming the document: Last nameJourRef#.doc(x)
- **Summary Reflection: Sunday, 3/2/14 (for elementary) and Sunday, 4/27/14 (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
- Final reflective statements from the conclusion of each placement
- Evidence that shows your exceptionalism as a teacher and the spirit of your classroom. These might include 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.)
 - Conference notes
 - Accommodations for diverse learners
 - Musical programs
 - Musical arrangements
 - Demonstration of personal musical abilities
 - Unit plan outline with representative lesson plan(s)
 - Assessments you created
 - Reflections
 - Other items that provide evidence of your skills as a teacher and musician

Limit the number of items and think *quality* rather than *quantity*. **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 4/29/14 at Noon.** We will go through it when we meet for your PDE430 review.