

**MU374.2 Music Ed Seminar  
Spring 2016  
Weekly Schedule of Topics and Assignments  
*Schedule subject to change!***

<b>Class #</b>	<b>Date</b>	<b>Discussion Topic:</b>	<b>To read for class:</b>	<b>Assignments:</b>
1	1/18/16 Monday 9 – 12.00 1 – 3:30	<ul style="list-style-type: none"> <li>♦Getting started!</li> <li>♦Checklist – school research</li> <li>♦Integrating into the school</li> <li>♦Course Schedule and Assignments</li> <li>♦Music: Good for what?</li> <li>♦Handbook review (Ed Dept.)</li> </ul>		<p><b><i>By Tuesday, January 19, 2016 email Dr. Hirokawa &amp; Dr. Wetzel complete contact information for you and your co-op! Please use the blank information form sent to you via email and also posted on Blackboard and Google Drive, as it makes the record keeping much easier.</i></b></p> <p><b><i>Also by Tuesday, January 19, 2016 post the daily schedule for you and your co-op. If it is a rotating schedule, post the rotation and what day of the rotation it will be on Wednesday January 20, 2016.</i></b></p> <p><i>PDE Music: IIA, IIIB, IIIC, IIID</i></p>

\*\*\*Additional Date for you to consider – please RSVP Dr. Mayer by 1/22/16 if you intend to attend this:  
February 10-Wednesday (3:45-6:00) - Resume writing and cover letter writing and other job search matters. Led by Career Development (PPHAC103)\*\*\*

***Email your teaching schedule (the actual class grade, type of class, topic, start/end times, and days you are teaching to Dr. Hirokawa and Dr. Wetzel by 6:00 PM on Fridays every week. We will send you our visit schedule as soon as possible, but no later than noon on Saturday. If we plan to observe you on Monday, you will need to post that lesson plan on Google Docs by Saturday at 6:00 PM. Please plan appropriately! If there are classes you are particularly excited about one of us observing, please indicate those. If there are classes in which you are testing or otherwise will not demonstrate fully your teaching, please indicate that these are not good classes to observe.***

***Field I.1 1/19/16 – 1/22/16:***

- ♦familiarize yourself with the school, go through the checklist, introduce yourself to important people, **become familiar with emergency procedures and know your responsibilities in an emergency situation.**
- ♦make sure you know where to find school closings and delayed openings, and school procedures for same.
- ♦observe your co-op, in particular looking for management strategies; use the Iceberg “Tip of the Iceberg” and “Sea Level” questions to guide your inquiry
- ♦find out about any permissions required for you to digitally record yourself teaching
- ♦discuss management with your co-op
- ♦if possible, teach a class by the end of the week
- ♦if you have an ensemble and your co-op is willing, select a piece you will work on with the ensemble
- ♦Hirokawa/Wetzel – Hello visit Wednesday, 1/20/16 and Friday 1/22/16

2	1/22/16 Friday 4:00 – 6:00 PM	<ul style="list-style-type: none"> <li>♦Debriefing the Field: the first week!</li> <li>♦How do I maintain control in my classroom??</li> </ul>	<p><i>Crowd Control</i> pp. ix – 42 Boonshaft pp. 22 – 50 (on Google Drive in Resource Folder)</p> <p><i>Reacquaint yourself with the following over this and the next week:</i> <i>Music in Childhood</i> Chapter 11 Regelski pp. 240 - 249</p>	<p>Be prepared to introduce your school to the class and discuss management procedures you have observed/tried out.</p> <p><b>Management Plan for elementary:</b> Design a management plan for your classes. Discuss how your approach would work for ensembles, as well as how it would differ for early elementary and upper elementary. <i>Bring ideas to class!</i></p> <p>Write the plan over the weekend, incorporating anything from our discussion in seminar or with your co-op as you wish. See guidelines on Blackboard and assignment sheet. Submit your <b>management plan for elementary:</b> Due by 11:59 PM on Blackboard on Sunday 1/24/16</p> <p><i>Email your weekly schedule for next week to your supervisors by 6:00 PM each Friday!</i></p> <p><i>PDE Music: IIA, IIB, IIC, IID, IIIB, IIIC</i></p>
	1/23/16 Saturday 9:30 AM – 12:30 PM	<b>*REQUIRED*</b>	<b>Instrument Maintenance Workshop: What you need to know as a music educator!</b> Presented by Nazareth Music	

<p><b>Field I.2 1/25/16 – 1/29/16:</b></p> <ul style="list-style-type: none"> <li>•have at least one class you are teaching regularly, possibly two</li> <li>•observe your co-op, in particular looking for effective teaching strategies; use the Iceberg “Just Under the Surface” and “10 Feet Under” questions</li> <li>•work on memorizing student names</li> <li>•if you have an ensemble, start rehearsing the work you have selected</li> <li>•if you have small group lessons, work out your tracking system for student progress</li> <li>•First week of formal observations</li> </ul>				
3	1/29/16 Friday 4:00 – 6:00 PM	<p>What makes an effective teacher?</p> <p>What makes an effective <i>music</i> teacher?</p>	<p>Kelly Chapter 7 (found on Google Drive in Resource folder) <i>Crowd Control</i> pp. 43 – end</p> <p><i>Reacquaint yourself with:</i> Regelski Chapter 3</p>	<p>Read the chapter by Kelly early in the week, and throughout the week take note of the teaching characteristics and behaviors you observe in your co-op. Take written notes and be prepared to discuss in class.</p> <p>Reflection #1.1 due by 11:59 PM on Blackboard on Sunday 1/31/16</p> <p><i>Email your weekly schedule for next week to your supervisors by 6:00 PM each Friday.</i></p>

				<i>PDE Music: IIA, IIB, IIC, IID, IIIB, IIIC</i>
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<b>Field 1.3 2/1/16 – 2/5/16</b> •pick up an additional class •observe your co-op, in particular looking for ways your co-op creates an inclusive environment; use the Iceberg questions but focusing particularly on “The Base of the Iceberg.” •2 <sup>nd</sup> week of formal observations				
4	2/5/16 Friday 4:00 – 6:00 PM	How can we best accommodate special needs students in our music classrooms?	<p><i>Reacquaint yourself with:</i> Music in Childhood Chapter 16</p> <p>Identify the special needs of one or several of your students. Research strategies/information that might be helpful in working with this student in a music education professional journal such as the Journal of Research in Music Education, Music Educator’s Journal, The Instrumentalist, The Choral Journal, or others.</p> <p><b>OR</b></p> <p>Access the September 2012 MEJ via the NAFME website. You have access via your membership. Scan quickly through the articles to get an idea of the topic for each. Select <b>one</b> article to read and prepare to present the findings in class:</p> <ul style="list-style-type: none"> <li>• Abramo: “Disability in the Classroom”</li> <li>• Murdock et al: “The Music Student with Epilepsy”</li> <li>• Heikkila and Knight: “Inclusive Music Teaching Strategies...”</li> <li>• Coates: “Accommodating Band Students With Visual.....”</li> <li>• Price: “Zero Margin of Error”</li> </ul>	<p>Bring the article you found or selected from the list to class (may be electronic) and be prepared to present the findings of the research or the article to the class. Draw connections between the research and any actual student(s) you might encounter relative to the article. Turn in a one-page summary of the article, and include any applications of the research to your personal experience. Due in class.</p> <p><i>Email your weekly schedule for next week to your supervisors by 6:00 PM each Friday.</i></p> <p><i>PDE Special Ed: IA, IIA3, IIB, IIC1, IIC2, IID.IIF2, IIF3, IIG1, IIG2, IIG3, IIG6, IIIA, IIIB, IIIC, IIIE, IIIG, IIH, IIJ, IIK, IIIL, IIIN, IVI, IVJ, IVL, IVM, IVN, IVO, VA - VL</i></p> <p>Reflection #1.2 due by 11:59 PM on Blackboard on Sunday 2/7/16.</p> <p><i>Email your weekly schedule for next week to your supervisors by 6:00 PM each Friday.</i></p>

<b>Field 1.4 2/8/16 – 2/12/16</b> •pick up an additional class •digitally record a 10 – 15 minute segment of your teaching and analyze using the Iceberg sequence •3 <sup>rd</sup> week of formal observations				
5	2/8/16 Monday	What is the value of a professional	Access the PMEA website for the schedule of the conference. Be familiar with the offerings, which we	Reflection #1.3 due by 11:59 PM on Blackboard on Sunday 2/14/16.

	6:30 – 8:30	conference? How do I know what sessions to go to?	will be discussing in class. As time allows: Mock Interviews!	<i>Email your weekly schedule for next week to your supervisors by 6:00 PM each Friday.</i>  <i>PDE Music: IIIA</i>
	2/10/16 Wednesday		<b>If you are NOT in Choir, you may wish to join the other student teachers for a Job Search Seminar/Resume &amp; Cover Letter Writing Workshop in PPHAC 103 at 3:45 – 6:00 PM led by Career Development</b>	

**Field 1.5 2/15/16 – 2/19/16**

- pick up an additional class
- digitally record a full class you are teaching and critique it with your co-op, and on your own using the Iceberg sequence.
- 4<sup>th</sup> week of formal observations

6	2/19/16 Friday	What is our role in bringing equity into the music classroom? What does it mean to demonstrate artistic citizenship?	<p>Access the June 2012 MEJ via the NAFME website. You have access via your membership. Scan quickly through the articles to get an idea of the topic for each. Select <b>one</b> article of the following to read and prepare for class:</p> <ul style="list-style-type: none"> <li>• Allsup and Shieh: "Social Justice and Music Education: The Call for a Public Pedagogy"</li> <li>• Bates: "Social Class and School Music"</li> <li>• DeLorenzo: "Missing Faces from the Orchestra"</li> <li>• Fitzpatrick: "Cultural diversity and the Formation of Identity"</li> <li>• Hoffman: "Performing Our World"</li> <li>• Shaw: "The Skin that We Sing"</li> </ul>	<p>Access, read, and digest the article. Write a 1-page summary. Bring the article and writing to class and be prepared to present the essence of the article, paying attention to how it relates to a discussion on equity in the music classroom and urban education in particular. Turn in a one-page summary. Due in class. Bring your laptop to class and be prepared to access the articles as we discuss them.</p> <p><i>PDE Music: IIA, IIB, IIC, IID, IIIB, IIIC</i></p>
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**Field 1.6 2/22/16 – 2/26/16**

- You should be teaching all or almost all of the schedule by the end of this week.
- 5<sup>th</sup> week of formal observations

7	2/26/16 Friday	Elementary wrap-up – reflections on the first placement. Preparing for secondary!	Review and organize your lesson plans and reflections up to this point.	<p>Reflection #1.5 due by 11:59 PM on Blackboard on Sunday 2/28/16</p> <p><i>PDE Music: IIIC</i></p>
	2/27/16 Saturday 10:00 – 12:00 &	<b>*REQUIRED*</b>	Workshop on music and special needs students! Special guests: Michelle Pryzbylowski, Cheltenham School District Jeffrey Cooper, Springfield School District	

	1:00 – 3:00			
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**Field 1.7 2/29/16 – 3/4/16**

- final week of elementary placement
- you should be teaching the full load this week
- 6<sup>th</sup> and final week of formal observations for elementary

8	2/29/16 Monday 4:00 – 6:00 <b>PPHAC 232</b>	How do I find a job???	NAfME Jobs Handout  <b>Special presentation by:</b> <b>Terry Kubera</b> <b>Ed Dept. Office</b>	<p><b>Final reflection for elementary due by 11:59 PM on Blackboard on Sunday 3/5/16</b></p> <p><i>PDE Music: IIC</i></p> <p>Investigate <a href="http://www.pareap.net">www.pareap.net</a>, <a href="http://www.paeducator.net">www.paeducator.net</a>, the standard application on the PDE website: <a href="http://www.education.state.pa.us/">www.education.state.pa.us/</a> (you will have to explore some), and information on attaining permanent certification on the PDE website.</p> <p>Be familiar with the professional requirements to maintain your certification.</p> <p>Explore <a href="http://www.nbpts.org">www.nbpts.org</a> and be familiar with National Board Certification.</p> <p>Reflection #1.4 due by 11:59 PM on Blackboard on Sunday 2/22/15. This should be a written critique of your recorded class, addressing the various levels on the Iceberg Observation Sequence.</p> <p><i>Email your weekly schedule for next week to your supervisors by 6:00 PM each Friday.</i></p> <p><i>PDE Music: IIIB, IIIC</i></p>
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	3/7/16 – 3/11/16	<b>SPRING BREAK!!</b>	If you are headed for MS general music, review Regelski If you are headed for MS or HS ensemble, review Feldman/Contzius and/or Phillips.	Make a dry run during your normal commute time to your next placement.
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**Field 2.1 3/14/16 – 3/18/16**

- familiarize yourself with the school, go through the checklist, introduce yourself to important people, become familiar with emergency procedures
- observe your co-op, in particular looking for management strategies that might be different in this new setting
- if possible, teach a class by the end of the week
- if you have an ensemble and your co-op is willing, select a piece you will work on with the ensemble
- Hirokawa/Wetzel – Hello visit

•Appointments with Dr. Hirokawa to complete your PDE430 form for your first placement				
	3/14/16 & 3/15/16 4:00 – 6:00 by appointment	<b>PDE 430 review</b>	Instrumental people come on Monday, choral people come on Tuesday  Bring any supporting evidence regarding the success of your teaching at the elementary level – lesson plans, handouts, etc.  Review the PDE 430 prior to coming!	
9	3/15/16 Tuesday 6:30 – 8:30	<ul style="list-style-type: none"> <li>•Integrating into the new school environment;</li> <li>•What do you know now that you didn't know when you started your first placement?</li> <li>•Help! My resume is a mess!</li> </ul>	Bring your portfolio, resume, and philosophy statement for peer critiquing.	<p>Be prepared to introduce your school to the class and discuss differences between elementary and secondary music instruction, students, classroom management, pacing, planning, ensembles, etc.</p> <p><b><i>By Wednesday, Mar. 16, email Dr. Hirokawa &amp; Dr. Wetzel complete contact information for you and your co-op! Please use the blank information form sent to you via email and also available on Blackboard, as it makes the record keeping much easier.</i></b></p> <p>Submit your <b>management plan for secondary</b>: Due by 11:59 PM on Sunday 3/20/16 on Blackboard</p> <p><i>Email your weekly schedule for next week to your supervisors by 6:00 PM each Friday.</i></p> <p><i>PDE Music: IIA, IIIB, IIIC, IIID</i></p>

<b>Field 2.2     3/21/16 – 3/25/16</b>				
<ul style="list-style-type: none"> <li>•have at least one class you are teaching regularly, possibly two</li> <li>•observe your co-op, in particular looking for effective teaching strategies that might be different in the secondary setting</li> <li>•work on memorizing student names</li> <li>•if you have an ensemble, start rehearsing the work you have selected</li> <li>•if you have small group lessons, work out your tracking system for student progress</li> <li>•First week of formal observations</li> </ul>				
10	3/21/16 Monday 4:00 – 6:00 <b>PPHAC 233</b>	<b>Interviewing</b> What should I expect in a job interview?	<p>Handouts on preparing for the interview: "What Not to Do at an Interview" by Susan Seligson</p> <p><b><i>We will be joining the other student teachers for this special "Interviewing Strategies Workshop with Area Administrators" Room 233 PPHAC 4:00 PM</i></b></p>	<p>Reflection #2.1 due by 11:59 PM on Blackboard on Sunday 3/27/16</p> <p><i>Email your weekly schedule to your supervisors by 6:00 PM each Friday.</i></p>
	3/22/16 Tuesday	Education Opportunities Day	Review the material on how to present yourself in an interview. Bring copies of your resume to hand out.	You will be excused from your placement to attend. Be prepared with resumes and dress professionally.

		at MOCO North Campus		<p>have the opportunity to introduce yourself to, and interviewed by school administrators.</p> <p><i>Email your weekly schedule for next week to your supervisors by 6:00 PM each Friday.</i></p> <p><i>PDE Music: IIIC</i></p>
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<b>Field 2.3 3/28/16 – 4/1/16</b> <ul style="list-style-type: none"> <li>•pick up an additional class</li> <li>•2<sup>nd</sup> week of formal observations – may be broken up over this week and next, due to the Easter break</li> <li>•your schedule follows the school schedule i.e. you have off when they have off!</li> <li>•observe your co-op, in particular looking for the professional interaction between your co-op and the other faculty and staff in the building.</li> <li>•many schools will be starting PSSA's next week. Find out your responsibilities and how your schedule will be affected. Make a plan with your co-op to make the best use of your time while the school is in the midst of the tests.</li> </ul>				
11	4/1/16 Friday	<b>PMEA!</b>	You will be excused from your placement to attend this day in Hershey. Plan to carpool, arrive early, and stay the full day.	<p>Reflection #2.2 due by 11:59 PM on Blackboard on Sunday 4/3/16.</p> <p><i>Email your weekly schedule for next week to your supervisors by 6:00 PM each Friday.</i></p> <p><i>PDE Music: IIIA, IIIC</i></p>

<b>Field 2.4 4/4/16 – 4/8/16</b> <ul style="list-style-type: none"> <li>•between this week and next, pick up an additional class or two</li> <li>•3<sup>rd</sup> week of formal observations</li> </ul>				
12	4/8/16 Friday	4:00 – 6:00	<b>Student Choice</b>	<p>Reflection #2.3 due by 11:59 PM on Blackboard on Sunday 4/10/16.</p>

<b>Field 2.5 4/11/16 – 4/15/16</b> <ul style="list-style-type: none"> <li>•pick up an additional class</li> <li>•digitally record a class you are teaching and critique it with your co-op</li> <li>•4<sup>th</sup> week of formal observations</li> </ul>				
13	4/15/16 Friday	What can I learn from brain research and research in general that might inform my teaching?	<p>Jensen preface – p. 48 (handout)</p> <p>Go to:  <a href="http://www.dana.org/events/details.aspx?id=99982">http://www.dana.org/events/details.aspx?id=99982</a>            Watch from :03 to :30 and take notes on a lecture by Dr. Jay Geidd on The Adolescent Brain.</p> <p>Also:  <a href="http://www.youtube.com/watch?v=jtYgPCI53hQ">http://www.youtube.com/watch?v=jtYgPCI53hQ</a>            Watch from :33 - :57 and take notes on a lecture by Dr. Nina Kraus on Music, Language and the Brain</p>	<p>Be prepared to talk about what you learned from these two videos. How might current research on the adolescent brain influence your teaching of secondary students? How might neuroscience inform the way we think about the “usefulness” of music education in the scope of general education?</p> <p>Reflection #2.4 due by 11:59 PM on Blackboard on Sunday 4/17/16.            This should include a written critique of your</p>

			Take a few minutes to explore the Dana.org website about research on music/arts and the brain. On the home page <a href="http://www.dana.org/">http://www.dana.org/</a> type in "music" in the search bar and see what you get.	recorded class.  <i>Email your weekly schedule to your supervisors by 6:00 PM each Friday.</i>  <i>PDE Music: IIIA</i>
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**Field 2.6 4/18/16 – 4/22/16**

- You should be teaching all or almost all of the schedule by the end of this week.
- 5<sup>th</sup> week of formal observations

14	4/22/16 Friday	How do I maintain all those instruments??	<b>Special Guest: Ralph Brodt</b>	Reflection #2.5 due by 11:59 PM on Blackboard on Sunday 4/24/16.  <i>Email your weekly schedule to your supervisors by 6:00 PM each Friday.</i>  <i>PDE Music: IIIC</i>
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**Field 2.7 4/25/16 – 4/29/16**

- final week of secondary placement
- you should be teaching the full load this week
- 6<sup>th</sup> and final week of formal observations for secondary

15	4/29/16 Friday	Wow! We made it! Are you ready to "face the music?"	Program/Course evaluations	Submit your <b>Summary Reflection</b> on Blackboard by 11:59 PM on Blackboard on Sunday, 5/1/16  <i>PDE Music: IIC</i>
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**Finals week:**

- Individual conferences to review portfolio and complete 2<sup>nd</sup> PDE430 form

	5/4/16 Wednesday 9:00 – 3:00 by appointment	<b>PDE 430 review</b>	Bring any supporting evidence regarding the success of your teaching at the elementary level – lesson plans, handouts, etc.  Review the PDE 430 prior to coming!	
	5/6/16 Friday 3:00 – 6:00	<b>Picnic at Dr. Hirokawa's Farm!</b>	<b>Sign up to bring picnic food to share! Burgers, dogs, and beverages supplied!</b>	

**Weekly:**

- **Journal Reflection:** Each week, you should be taking notes relative to the prompt that is posted on Blackboard. For the journal, summarize these notes and the reflective notes on your lesson plans. Also reflect back on the week's teaching in general (Monday through Friday) and summarize. These may



be both anecdotal and reflective in nature, and should demonstrate your thoughtful and deep consideration of your efforts, successes, and failures in the previous week. Analyze, and try to figure out the answer to *why* did things go the way they did. This should be submitted on Blackboard by Sunday at 11:59 PM, reflecting on the previous 5 teaching days (Monday through Friday).

- **Week 1.5 and 2.5 ask you to video record a lesson and comment on it in your Journal for that week.**
- **Week 1.7 and 2.7 ask you for a final summary reflection on your Elementary (1.7) and Secondary (2.7) experiences.**
- **Lesson Plans:** All lesson plans must be submitted via a 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! If you know you are going to be observed, Dr. Hirokawa or Dr. Wetzel will also be accessing the lesson plans on Google Docs. Please maintain them thoroughly and accurately. As you revise, save them as new documents with a new version # e.g. 3<sup>rd</sup> Grade General Music Lesson Plan 1.1 (or 1.2, 1.3, etc.).
- **Contact information:**
  - Dr. Hirokawa: [jhirokawa@moravian.edu](mailto:jhirokawa@moravian.edu); cell: 215-512-3792
  - Dr. Wetzel: [nwetzel@moravian.edu](mailto:nwetzel@moravian.edu); cell: 267-471-6852

#### **Getting the most from student teaching!**

- 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 and *why* you think it did or did not.
- **Type these directly into your lesson plan on Google Docs or use the High Point/Low Point chart to keep track during the day.**
- SAVE the original and as you revise, and save each revision as a new version. (1.1, 1.2, 1.3, etc.)
- **HIGHLY RECOMMENDED: purchase a blank journal for your own personal reflections on your journey to becoming a music teacher!**

#### **PDE Competencies for your time in the classroom:**

- IIA
- IIB
- IIC
- IID
- IIIB
- IIIC
- IIID
- IIIE

*Dr. Wetzel and I wish you the best of luck as you embark on this most exciting part of your journey!!!*