

SYLLABUS  
School of Music  
University of Florida  
Spring 2017

**MUE 4140: Administration of Music Education (2 credits)**  
**&**  
**MUE 4940: Student Teaching (4-12 credits)**

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**Course Description**

- *MUE 4140* examines the principles and practices of developing and administering K-12 public school music programs. Co-requisite: MUE 4940.
- *MUE 4940* is student teaching in selected classrooms of public schools. Special seminars and continuous evaluation of teaching experiences occur. To enroll in MUE 4940, all coursework must be completed except MUE 4140. Co-requisite: MUE 4140.

**Required Texts**

Clements, A. C., & Klinger, R. (2010). *A field guide to student teaching in music*. New York, NY: Routledge. ISBN: 978-0-415-99458-3.

Duke, R. A. (2009). *Intelligent music teaching: Essays on the core principles of effective music instruction*. Austin, TX: Learning and Behavior Resources. ISBN: 978-0-9771139-0-3.

**Additional Resources**

- Students will be provided with a copy of the music education *Student Teaching Handbook*, which contains additional information and requirements for which they are responsible.
- Online resources have been established for use in these courses. To access them use a World Wide Web browser and open the following URL: <https://ufl.instructure.com/>

**Course Goals**

Through full participation in these courses, the pre-service music teacher will:

1. **plan** music instruction for K-12 school music students that includes alignment of (a) music learning outcomes that address curricular goals and standards, (b) materials and resources appropriate to the learning context, (c) varied instructional strategies and learning activities, and (d) assessment of learning outcomes.
2. **teach** K-12 music students through implementation of varied teacher- and student-directed learning activities that include providing frequent, specific, formative feedback.
3. **assess** student learning using assessment instruments and techniques appropriate to the developmental level of students, the particular learning environment, and that align with learning outcomes.
4. **reflect** on the teaching-learning process to inform future planning and teaching, and to continually improve as a music educator.
5. **manage** the classroom environment, including classroom procedures, student behavior, and the physical space.

6. **exhibit** professional dispositions in all interactions with students, K-12 teachers, K-12 administrators, parents, the local community, and university supervisors.
7. **meet** all Florida Educator Accomplished Practices (FEAPs) at a minimum level of *Accomplished*.

## UNIVERSITY OF FLORIDA POLICIES

### **Students Requesting Accommodations due to Disabilities**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **Academic Honor Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

### **Health and Wellness Resources**

- *U Matter, We Care*  
If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.
- *Counseling and Wellness Center*  
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- *Sexual Assault Recovery Services (SARS)*  
Student Health Care Center, 392-1161.
- *University Police Department*  
392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

### **Academic Resources**

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.
- Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

## **Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## **ASSIGNMENTS & ACTIVITIES**

No late assignments or presentations will be accepted. Attendance and punctuality are expected and required. In addition to the responsibilities outlined in the *Student Teaching Handbook*, student teachers will complete the following assignments.

### *Professional Reading and Discussion*

Read the course text and other assigned materials and be prepared to discuss them with classmates during face-to-face and/or online seminars.

### *Weekly Log*

By midnight each Saturday, submit a log in Canvas that summarizes and reflects on your student teaching experience for the previous week. Describe what took place during the previous week and reflect on how your experiences are shaping you as a teacher? Think about what went well, new things you learned, self-diagnosed areas for improvement, and any other details you feel are pertinent. Strive for a minimum of 1.5-2 pages of double-spaced text. Use your BEST professional writing in these logs. As teachers, we represent ourselves in various ways, including through the written word when communicating with parents, fellow teachers, administrators, and others. Practice writing in clear sentences, coherent paragraphs, and so on. Proofread before hitting the submit button.

### *Lesson Plan Binder*

Maintain a binder of lesson plans from all lessons you've taught. This binder should be made available to your university supervisor when you are observed. You will turn the binder of these lesson plans in at the end of the semester.

### *Rehearsal/Class Recording and Reflection*

Regularly (once per week, or even more frequently) video and/or audio record your classes and/or rehearsals. After watching/listening to the recordings, reflect on strengths and weaknesses of your students and yourself in order to continually improve as a music educator. Select one recording of a teaching episode from the first placement to share with the class at midterm. Select one recording of a teaching episode from the second placement to share with the class at the end of the semester.

### *Observation*

At least one time during the first placement, and one time during the second placement, observe another teacher in your school who has the reputation of being an excellent educator. This should *not* be a music teacher. Reflect on what you observe and how it can be applied to your work as a music educator.

### *Professional Development*

Engage in some form of purposeful, professional development during the student teaching semester. Various options for this will be discussed. Write a reflection on the experience. You must have your professional development choice approved by Dr. Sheridan.

### *Student Teaching Portfolio*

Prepare a professional portfolio to document your student teaching experience. Specific details of the portfolio will be discussed. The portfolio may also become a tool you can use during job interviews.

### *Cover Letter and Resume*

Create a cover letter and resume for a real or fictitious music teaching position. Further details of this assignment will be discussed.

### *Student Teaching Impact Project*

As part of University of Florida College of Education, Florida Department of Education, and accreditation (CAEP - <http://caepnet.org>) requirements, the impact that UF pre-service music educators have on the learning of the K-12 students they teach must be documented. During one of your student teaching placements (typically the second one), you will complete a project designed to develop your understanding and skill in designing instruction where assessment practices and principles of data management and analysis are essential components. Further details of this project will be provided.

### *Seminar Participation*

In addition to our on-campus, full day meetings, we will have two additional seminars. The dates for these are indicated on the course calendar. Your attendance at these seminars may either be face-to-face, on campus (if you are teaching in Alachua County), or virtual, via videoconferencing software called Big Blue Button that is built-in to Canvas (if you are teaching at a distance).

To access Big Blue Button:

1. Big Blue Button uses Flash [<https://get2.adobe.com/flashplayer/>]. Be sure to have the most recent version installed on your computer. If you don't have Flash on your computer (and don't want to install it), Google's Chrome browser has flash built into it [<https://www.google.com/chrome/>].
2. To access Big Blue Button:
  - Click on Conferences in the left navigation frame.
  - On the next page, click the link to the seminar (I'll activate the link about 5 minutes or so before 4pm).
3. You might also like to watch this video: <https://youtu.be/oh0bEk3YSwI>
4. For more detailed instructions about participating in a Big Blue Button Conference, see: <http://tinyurl.com/uf-bbb>

## ASSESSMENT & GRADING

- Written and verbal feedback will be provided to the student from his/her University Supervisor and Cooperating Teacher.
- Other assignments and activities will be assessed by Dr. Sheridan.
- Students will receive a letter grade (A, B, C, D, F) for MUE 4140.
- MUE 4940 is graded S/U.
- Grading will adhere to the University of Florida *Grades and Grading Policies*, which can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

<p style="text-align: center;"><b><u>MUE 4140</u></b></p> <p style="text-align: center;"><i>Assignments and grade weight:</i></p> <ul style="list-style-type: none"> <li>• Professional reading and discussion - .15</li> <li>• Weekly Log - .15</li> <li>• Rehearsal/Class Recording and Reflection - .15</li> <li>• Observations - .10</li> <li>• Cover letter &amp; resume - .15</li> <li>• Professional development - .10</li> <li>• Portfolio - .20</li> </ul>	<p style="text-align: center;"><b><u>MUE 4940</u></b></p> <p style="text-align: center;"><i>A grade of "S" will be received when:</i></p> <ul style="list-style-type: none"> <li>• Lesson plan binder is available to the university supervisor during each observation.</li> <li>• An overall rating of <i>Accomplished</i> is received on the final student teacher <i>Intern Evaluation</i> by the Cooperating Teacher and University Supervisor, during both placements.</li> <li>• The student teaching <i>Impact Project</i> is completed at an <i>Accomplished</i> level.</li> </ul>
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Grading Scale		Letter to Numerical Grade Conversion	
100	A+	<i>Letter Grade</i>	<i>Numerical Equivalent</i>
93-99	A		
90-92	A-	A+	100
87-89	B+	A	95
83-86	B	A-	91
80-82	B-	B+	88
77-79	C+	B	85
73-76	C	B-	81
70-72	C-	C+	78
67-69	D+	C	75
63-66	D	C-	71
60-62	D-	D+	68
59 & below	F	D	65
		D-	61
		F	55

## **COURSE CALENDAR**

See reading assignments and other details as posted in the Canvas course site.

### **January**

- 4 On Campus Meeting – MUB 122, 9am-5pm
- 6 First Placement Begins
- 23 Student Teaching seminar (online or in person) – 4:00-5:30pm

### **February**

- 23 First Placement Ends
- 24 On Campus Meeting – MUB 122, 9am-5pm  
CNAfME Presentation – Student Teacher Panel
- 27 Second Placement Begins

### **March**

- 20 Student Teaching seminar (online or in person) – 4:00-5:30pm

### **April**

- 13 Second Placement Ends
- 14, 17 On Campus Meeting – MUB 122, 9am-5pm

**This syllabus is a guide. It may be varied as needed.**