SYLLABUS
School of Music
University of Florida
Spring 2018

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

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Office Hours: As posted or by appointment

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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
Duke, R. A. (2005). *Intelligent music teaching: Essays on the core principles of effective instruction*. Austin, TX: Learning and Behavior Resources. ISBN: 0-9771139-0-6.

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 specific 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/) 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 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. 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. In addition, each week include a *technology audit* (list of all technology you used that week, with a brief description of how it was used) as part of your log.

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 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.

- *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).

You are expected to complete assigned readings before each seminar and to upload three "points for discussion" (PFD) to Canvas prior to the seminar meeting. You should also have access to them (either in digital or hard copy form) during the seminar so you can refer to them during our discussion. Each point for discussion should include the point and a brief reason why you personally found it of interest and/or outline a question you have about the reading. Here is an example:

Dweck, p. 213: "The growth mindset is based on the belief in change, and the most gratifying part of my work is watching people change. Nothing is better than seeing people find their way to things they value." This is also the way I feel about teaching. Helping students to grow and develop, to see and value things in new ways, is what is truly gratifying about being a teacher at any level. If a growth mindset is nurtured in students, the possibility of this occurring on a regular basis would appear to greatly increase.

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 the start of the seminar).
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. Bauer.
- 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

MUE 4140	MUE 4940
Assignments and grade weight:	*A grade of "S" will be received when:*
• Professional reading and discussion - .15 • Weekly Log - .15 • Rehearsal/Class Recording and Reflection - .15 • Observations - .10 • Cover letter & resume - .15 • Professional development - .10 • Portfolio - .20	• Lesson plan binder is available to the university supervisor during each observation. • An overall rating of *Accomplished* is received on the final student teacher *Intern Evaluation* by the Cooperating Teacher and University Supervisor, during both placements. • The student teaching *Impact Project* is completed at an *Accomplished* level.

Grading Scale			Letter to Numerical Grade Conversion	
100	A+		*Letter Grade*	*Numerical Equivalent*
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

8	On Campus Meeting – MUB 122, 9am-5pm
9	First Placement Begins
12	Email your teaching schedule; cooperating teacher's name, email, and school phone #; name and physical address of your school to Dr. Bauer
31	Student Teaching Seminar (online or in person) – 4:00-5:30pm

February

23	First Placement Ends
26	On Campus Meeting – MUB 122, 9am-5pm
27	Second Placement Begins

March

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

April

20	Second Placement Ends
23	On Campus Meeting – MUB 122, 9am-5pm

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