

SYLLABUS
School of Music
University of Florida
Fall 2022

MUE 4140: Seminar in Music Education (3 credits)
&
MUE 4940: Student Teaching (9 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 READING

- Clements, A. C., Watts, S.H., & McCall, D. C. (2021). *A field guide to student teaching in music* (2nd Ed.). Routledge.
- Additional journal articles and other resources will be made available through Canvas.

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.
- A Canvas course site has been established for use in these courses. To access it 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

ATTENDANCE

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies [<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>].

UNIVERSITY POLICY ON ACCESSIBILITY

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC) by visiting [<https://disability.ufl.edu/students/get-started/>]. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY GRADES AND GRADE POINTS POLICY

The university grades and grade points policy can be viewed here: [<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradingpoliciesetext>].

UNIVERSITY 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 [<https://sccr.dso.ufl.edu/process/student-conduct-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 in distress [<https://umatter.ufl.edu>].
- Counseling and Wellness Center
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 352-392-1575;
and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need [<https://shcc.ufl.edu>].
- University Police Department
352-392-1111 (or 9-1-1 for emergencies) [<http://www.police.ufl.edu/>]
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608 [<https://ufhealth.org/emergency-room-trauma-center>].
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website [<https://gatorwell.ufsa.ufl.edu>] or call 352-273-4450.

COURSE EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [<https://ufl.bluera.com/ufl/>]. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-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 articles and other assigned materials. Be prepared to discuss them with classmates during seminars.
- *Weekly Log*
By 11:59 PM 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 (approximately 375-500 words). 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 Repository*
Maintain a repository of lesson plans from all lessons you've taught in Dropbox or Google Drive. Provide Dr. Bauer and your university supervisor with access to this repository. You will include selected lesson plans in your *Student Teaching Portfolio*, submitted 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. You might consider using the criteria on [these observation checklists](#) to assess yourself. 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. Your reflection on each observation should be approximately two double-spaced pages.
- *Professional Development*
Engage in some form of purposeful, professional development during the student teaching semester. Various options for this will be discussed. Write and submit 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 online seminars using the Zoom videoconferencing system. The dates for all seminars are indicated on the course calendar.

You are expected to complete assigned readings before each seminar and be prepared to discuss points you found interesting in the article during our seminar meetings. You should also have access to the readings (either in digital or hard copy form) during the seminar so you can refer to them during our discussion.

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>

<p style="text-align: center;"><u>MUE 4140</u></p> <p style="text-align: center;"><i>Assignments and grade weight:</i></p> <ul style="list-style-type: none"> • Professional reading and discussion - .15 • Weekly Log - .20 • Rehearsal/Class Recording and Reflection - .15 • Observations - .10 • Cover letter & resume - .10 • Professional development - .10 • Portfolio - .10 • Impact Project - .10 	<p style="text-align: center;"><u>MUE 4940</u></p> <p style="text-align: center;"><i>A grade of "S" will be received when:</i></p> <ul style="list-style-type: none"> • Lesson plan repository is kept up to date, contains each lesson plan taught, and is made available to Dr. Bauer and the university supervisor throughout the semester. • The Impact Project must be completed at a minimum of an Accomplished level, as assessed by the University Supervisor, in order to pass MUE 4940 (Student Teaching). • An overall rating of at least <i>Accomplished</i> is received on the final student teacher <i>Intern Evaluation</i> by the Cooperating Teacher and University Supervisor, during both placements.
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Grading Scale		Letter to Numerical Grade Conversion		
			<i>Letter Grade</i>	<i>Numerical Equivalent</i>
100	A+			
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, including assignment due dates,
as posted in the Canvas course site.*

August

- 24 Seminar #1 ~ 10:00AM - 4:00PM on Campus
- 25 First Placement Begins
- 28 In Canvas, post your (a) teaching schedule –name of class and time of each class; (b) cooperating teacher’s name, email address, and school phone #; (c) school’s name and physical address, and (d) the URL of your lesson plan repository.
- 31 Music Education Rally; 7:00 - 8:00PM (optional)

September

- 19 Seminar #2~ 3:30 - 5:00PM via Zoom

October

- 13 First Placement Ends
- 14 Seminar #3 ~ 10:00AM - 4:00PM on campus
- 17 Second Placement Begins
- 23 In Canvas, post your (a) teaching schedule –name of class and time of each class; (b) cooperating teacher’s name, email address, and school phone #; and (c) school’s name and physical address.

November

- 7 Seminar #4 ~ 3:30 - 5:00PM via Zoom

December

- 6 Second Placement Ends
- 7 Seminar #5 ~ 10:00AM - 4PM on campus

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