

Syllabus for EDSE 4148
Student Teaching for Music Education:
Applying Core Curriculum Outcomes in a Real-World Setting
(Revised for Spring 2015)

CORE CURRICULUM CAPSTONE

This capstone course is an important component of UNT's Core Curriculum, testing students' ability to apply core curriculum outcomes in a real-world setting. This course is related to the category of **Communication** and will focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. The act of teaching, which is the major focus of this course, is all about effective communication in a real-world, school setting. Within the student teaching experience, student teachers must effectively communicate with EC-12 students, other teachers, administrators, and parents as they plan lessons in cooperative teacher teams, deliver instruction to EC-12 students, provide knowledge of results and corrective feedback to EC-12 students, manage EC-12 student behavior, conduct parent-teacher conferences, observe/participate in meetings for referring EC-12 students for special services, etc. All of these communication exchanges require clarity, empathetic understanding of the effect of one's message on others, the successful conveyance/imparting of ideas to others, and skill in making persuasive arguments. Communication skills include effective development, interpretation, and expression of ideas through written, oral, and visual communication. Student teaching provides multiple opportunities for student teachers to exchange messages involving oral, aural, written, and visual literary skills. Student teachers write and deliver lesson and unit plans, create instructional materials with a variety of media, utilize/integrate educational technologies within instruction, keep/manage student records, monitor/manage student behavior, and conference with students, teachers, administrators, and parents. They have ample opportunity to demonstrate the ability to exchange messages appropriate to different subjects, occasions, and audiences.

As an integral part of the core curriculum, while engaging in this capstone course you will develop and demonstrate the core objectives of Critical Thinking, Communication Skills, Teamwork, and Personal Responsibility.

Critical Thinking Skills – including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. As reflective teacher practitioners, student teachers actively demonstrate command of critical thinking skills. Critical thinking skills are developed and applied as student teachers plan lessons, deliver instruction, and assess EC-12 student achievement. Through inquiry and critical reflection, student teachers continuously collect and analyze classroom data to draw conclusions and make instructional decisions that promote the achievement of EC-12 learners. The student teacher engages in high-level processing of information as s/he (a) selects appropriate content/methods/activities, (b) aligns instructional elements (i.e. objectives, activities, and assessments), (c) connects learning to diverse EC-12 students' real-life experiences and interests, (d) helps EC-12 students make connections between what they are learning in a given subject area and life, work, and other disciplines, and (e) orchestrates guided discussion and problem-solving strategies/activities appropriate to the cognitive/thinking skill levels of his/her EC-12 students. In turn, student teachers creatively

engage and challenge the thinking of their EC-12 students by playing upon student interests and implementing innovative instructional activities that apply various questioning strategies, creative-thinking strategies, inquiry strategies, discovery learning strategies, problem-solving strategies, and decision-making models.

Communication Skills – including effective development, interpretation and expression of ideas through written, oral and visual communication. The student teaching capstone experience is centered on effective communication, which is the foundational component of the course. The student teacher must impart subject matter content to his/her EC-12 students with clarity and persuasiveness, noting the effect of his/her communications on EC-12 students' understanding of the content taught and on EC-12 students' learning/mastery of the intended instructional objectives. Student teachers actively demonstrate command of oral, aural, written, and visual literary skills as they exchange messages appropriate to their subject, occasion, and audience. Student teachers write and deliver lesson and unit plans, create instructional materials with a variety of media, utilize/integrate educational technologies within instruction, keep/manage student records, monitor/manage student behavior, provide knowledge of results and corrective feedback, and conference with students, teachers, administrators, and parents.

More specifically, effective communication skills are developed as student teachers plan, deliver, and assess lessons and units of instruction. Effective development, interpretation, and expression of ideas are critical to teaching content accurately and to connecting each lesson/unit to life, work, and other disciplines. Good communication is also vital in checking for student understanding and providing feedback that supports EC-12 student learning. The ability to accurately express ideas in a variety of forms (written, oral, and visual) serves to aid student teachers as they incorporate multiple modalities of teaching/learning into instruction, accommodate the diverse learning styles of EC-12 learners, and integrate new educational technologies into their instructional presentations and assignments. In guiding EC-12 learners toward the desired educational goals/objectives, student teachers keep their young charges on track by clearly specifying behavioral expectations and appropriately sequencing/pacing instruction.

Teamwork – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Student teachers become an integral part of a teaching-learning community made up of EC-12 students, teachers, administrators, parents, the outside community, etc. All are working on the shared goal of promoting EC-12 student achievement. Serving as a guide or team leader, the student teacher helps his/her EC-12 students (a) see the value/importance of a lesson, (b) become fully engaged in lesson activities, (c) repeat appropriate behaviors and redirect inappropriate behaviors through proper reinforcement, and (d) overcome any reluctance to participate and/or exert effort. The student teacher and his/her EC-12 students constitute a classroom team of life-long learners, actively working together on common learning goals. In the role of team leader/coach, the student teacher considers different points of view and works effectively with his/her classroom team of EC-12 students to support a shared learning purpose or goal (i.e. the objective of each lesson). S/he also includes parents and community members as part of the classroom (and larger school) team.

Personal Responsibility – including the ability to connect choices, actions and consequences to ethical decision making. Student teachers actively develop and exercise personal responsibility as they take full charge of a highly diverse classroom of EC-12 students. Individually accountable for the learning of each student in his/her class, the student teacher connects choices, actions, and consequences to ethical decision-making as s/he makes choices about what to teach, how to teach, and for whom to teach. Similarly, s/he must fulfill personal responsibilities related to the state code of ethics for teachers and to his/her own continued professional development as a teaching professional.

Stated more specifically, student teachers in the capstone student teaching course are placed in a highly important position of both personal and professional responsibility--as the acting teacher of a classroom of EC-12 students, who is fully accountable for the teaching-learning of his/her students. With respect to their accountability role/function, student teachers work to relate lessons to EC-12 student diversity, provide culturally responsive instruction, use materials that relate to EC-12 student diversity, and differentiate learning to accommodate EC-12 student needs. They also manage instructional time and materials to make certain that all required state objectives (i.e. Texas Essential Knowledge and Skills or TEKS) are addressed, and they keep current with respect to their own professional development and learning. In fulfilling their personal and professional responsibilities, student teachers are expected to abide by the Code of Ethics and Standard Practices for Texas Educators as specified by the State Board for Educator Certification. The enforceable standards include standards for professional ethical conduct (practices and performance), ethical conduct toward professional colleagues, and ethical conduct toward students. The university supervisor and mentor teacher are responsible for monitoring the student teacher's ethical conduct and providing guidance/direction as needed.

Student Teaching Capstone Course Assessment of Core Curriculum Outcomes:

The capstone course assessment method consists of a performance assessment in which the student teacher generates, implements, and assesses the effectiveness of four lessons appropriate for his/her assigned EC-12 classroom of students. Each lesson is to be implemented within a one-hour instructional period and observed/evaluated by a university supervisor using the North Texas Appraisal of Classroom Teaching (NTACT) instrument, which is organized around the **four core curriculum outcomes of critical thinking skills, communication skills, teamwork, and personal responsibility**. The lesson observations/evaluations occur four times during the semester, with the rubric for the final observation serving as an instrument for evaluating the preservice teacher candidate's performance over the entire student teaching semester. **During each of the four field observation periods, the University Supervisor rates the student teacher's performance across each of the four core curriculum outcomes and provides verbal and written feedback to the student teacher that focuses, each time, on a different core curriculum outcome. Conferences between the university supervisor, mentor teacher, and student teacher serve as vehicles for student teachers to engage in self-reflections on their mastery of the four core curriculum outcomes.**

Student Prompt for the Performance Assessment: For four, one-hour instructional periods, plan, implement, and assess four lessons appropriate for your assigned classroom of EC-12 students. You will be observed/evaluated with respect to NTACT criteria related to the following **Core Curriculum Outcomes: critical thinking skills** (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information); **communication skills** (to include effective development, interpretation and expression of ideas through written, oral and visual communication); **teamwork** (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal; and **personal responsibility** (to include the ability to connect choices, actions and consequences to ethical decision-making). For each relevant criterion observed/evaluated on the final NTACT rubric, the target performance level for mastery is a score of 4 (Satisfactory) or above.

Course Description:

Teaching under supervision. For music education majors only. Prerequisite(s): EDSE 3800, DFST 3123 , MUED 3200 . EDRE 4820 or EDSE 4060 , MUED 4109 or MUED 4103 , MUED 4203 or MUED 4209 , secondary piano proficiency, theory proficiency, concentration proficiency, computer proficiency and senior standing. Required for those seeking all-level or secondary certification. See Student Teaching program for details. Pass/no pass only. Core Category: Capstone.

Student teaching represents the culmination of each student’s academic experience in the Division of Music Education. Throughout the semester, students will be required to demonstrate a variety of skills related to their major field, reflect on their teaching, and make demonstrable improvement based on feedback from university supervisors.

A. Weekly Videotaping. Starting as soon as students begin student teaching, they are encouraged to videotape their teaching each week to analyze instructional delivery and student response. School policies regarding videotaping vary. If schools do not allow children to be videotaped, the camera must be positioned so that only the student teacher is captured on film.

B. Journals. Every Sunday, students must submit a journal entry or self-evaluation reflecting on their experiences as student teachers. A schedule is provided on page 5 of this syllabus. All work should be submitted via e-mail to the assigned university supervisor.

C. Campus Meetings. Each student teacher should attend regular meetings at the UNT campus unless approved absence is granted. During these meetings, UNT faculty members will cover topics relevant to successful teaching.

D. Capstone Assignments/Assessments Applying University Core. See description above.

****All student teachers are required to use Tk20. Please email Irene Frank with any questions or concerns: irene.frank@unt.edu**

Required Materials:

A camcorder and a tripod. Students may purchase any camcorder they would like to use, or they may borrow one, or check one out from their school's media center or band room. Students will not be able to check out a camera from MU307. Students must be able to play their recordings through a TV by connecting the camera directly to the TV or by transferring it to a VHS tape or by bringing in a memory stick to turn in.

Grading System:

NTACT/Student Teaching Capstone Course Assessment of Core Curriculum Outcomes = 20% (Each core outcome is assessed using a 6-point rubric. Mastery of each core outcome is represented by a rating of 4 or above.)

6 = Exceptional (90-100): The candidate's performance is exceptionally strong on this criterion.

5 = Above Average (80-89): The candidate's performance is consistent and competent on this criterion.

4 = Satisfactory (70-79): The candidate's performance evidences awareness and application of this criterion.

3 = Below Average (60-69): The candidate's performance on this criterion is weak or inconsistent.

2 = Needs improvement (50-59): The candidate must improve to be competent on this criterion.

1 = Unsatisfactory (< 50): The candidate's performance on this criterion is unacceptable.

0 = Not Observed The criterion is not observed during the course of the lesson.

Weekly Journals and monthly meeting participation = 20%

University Supervisor's Midterm/Final Evaluation = 35%

Cooperating Teacher's Midterm/Final Evaluation = 25%

The final grade will be Pass/No Pass; however, a mean rating of 4.0 or higher on each capstone course outcome must be achieved to pass this course.

Division of Music Education Attendance Policy:

Each student is expected to attend all university meetings. If a student must miss a meeting to assist cooperating teachers with a special event (e.g., conducting a concert, assisting with a competition, etc.), the student must notify their university supervisor in advance to receive an excused absence. Failure to notify the university supervisor will result in an unexcused absence. Each unexcused absence will result in a lowered letter grade.

NTACT/Student Teaching Capstone Course Assessment of Core Curriculum Outcomes

DIRECTIONS: This instrument is used by the university supervisor to evaluate the teacher candidate's performance over the entire student teaching semester.

Mark the box to rate the student teacher's performance for each item using the following scale. In the items on this evaluation form, the term "instructor" refers to the student teacher.

Performance Indicator Ratings:

- 6 = Exceptional (90-100): The candidate's performance is exceptionally strong on this criterion.
- 5 = Above Average (80-89): The candidate's performance is consistent and competent on this criterion.
- 4 = Satisfactory (70-79): The candidate's performance evidences awareness and application of this criterion.
- 3 = Below Average (60-69): The candidate's performance on this criterion is weak or inconsistent.
- 2 = Needs improvement (50-59): The candidate must improve to be competent on this criterion.
- 1 = Unsatisfactory (< 50): The candidate's performance on this criterion is unacceptable.
- 0 = Not Observed The criterion is not observed during the course of the lesson.

Criterion

I. Communication Skills (13 items). Communication skills include effective development, interpretation, and expression of ideas through written, oral, and visual communication. Student teachers actively demonstrate command of oral, aural, written, and visual literary skills as they exchange messages appropriate to their subject, occasion, and audience. Student teachers write and deliver lesson and unit plans, create instructional materials with a variety of media, utilize/integrate educational technologies within instruction, keep/manage student records, monitor/manage student behavior, provide knowledge of results and corrective feedback, and conference with students, teachers, administrators, and parents.

Instructor clearly states objectives of the lesson.

Instructor effectively uses a wide range of print and non-print resources to support student learning.

Instructor teaches lesson content accurately.

Instructor uses accurate verbal communication with students during the lesson.

Instructor uses accurate written communication during the lesson.

Instructor uses appropriate methods to check for student understanding.

Instructor gives students specific, constructive feedback that supports student learning.

Instructor specifies behavioral expectations.

Instructor maintains appropriate sequencing and pacing of instruction.

Instructor communicates high expectations during the lesson.

Instructor invites participation and provides appropriate feedback.

Instructor incorporates appropriate technology in the lesson.

Instructor communicates effectively with colleagues, administrators, and families.

II. Critical Thinking Skills (11 items). As reflective teacher practitioners, student teachers actively demonstrate command of critical thinking skills, which include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. The student teacher engages in high-level processing of information as s/he selects appropriate content/methods/activities, aligns instructional

elements, connects learning to diverse EC-12 students' real-life experiences and interests, and orchestrates guided discussion and problem-solving strategies/activities appropriate to the cognitive/thinking skill levels of his/her EC-12 students.

Instructor aligns the lesson's content with grade level curriculum objectives (TEKS).

Instructional method and activities are appropriate for the lesson content.

Instructor designs lesson and assignments that are aligned with lesson objectives.

Instructor connects the lesson to life, work, or other disciplines.

Instructor uses assessment that targets the grade-level curriculum objectives.

Instructor uses assessment that is aligned with the goals/objectives of the lesson.

Instructor uses assessment that is aligned with the lesson's instructional strategies/activities.

Instructor relates learning to interests of diverse students.

Instructor uses questioning and inquiry to challenge student thinking.

Instructor promotes critical thinking and problem solving during the lesson.

Instructor engages in reflective practice.

III. Teamwork (10 items). The student teacher and his/her EC-12 students constitute a classroom team of life-long learners, actively working together on common learning goals. In the role of team leader/coach, the student teacher considers different points of view and works effectively with his/her classroom team of EC-12 students to support a shared learning purpose or goal (i.e. the objective of each lesson). S/he also includes parents and community members as part of the classroom (and larger school) team.

Instructor emphasizes the value and importance of the lesson.

Instructor monitors student engagement in the lesson.

Instructor reinforces desired student behaviors.

Instructor re-directs off-task or inappropriate behavior.

Instructor implements approved management procedures.

Instructor implements the lesson to promote student engagement.

Instructor is supportive, courteous, and respectful to students.

Instructor interacts with students equitably.

Instructor encourages students who are reluctant or having difficulty.

Instructor promotes the involvement of parents and community.

IV. Personal Responsibility (8 items). Student teachers actively develop and exercise personal responsibility as they take full charge of a highly diverse classroom of EC-12 students. Individually accountable for the learning of each student in his/her class, the student teacher connects choices, actions, and consequences to ethical decision-making as s/he makes choices about what to teach, how to teach, and for whom to teach. Similarly, s/he must fulfill personal responsibilities related to the state code of ethics for teachers and to his/her own continued professional development as a teaching professional.

The lesson relates to student diversity.

Instructor provides culturally responsive instruction.

Instructor uses materials that relate to student diversity.

Instructor differentiates learning to accommodate student needs.

Instructor effectively manages time and materials within the lesson.

Instructor re-teaches as necessary during the lesson.

Instructor engages in professional development and learning.

Instructor adheres to legal and ethical requirements (Texas Code of Ethics).

Overall Comments (Justify Comments Appropriately):

FINAL GRADE CHECKLIST: EDME 4103/EDSE 4108, 4148

Name: _____

1. Weekly Journals

Assignments	Grade	Band/Orchestra Due Date (*Due each Sunday)	Choir Due Date (*Due each Thursday)
Week 1 (Successes & Challenges)	Grade:	February 1	January 29
Week 2 (Successes & Challenges)	Grade:	February 8	February 5
Week 3 (Successes & Challenges)	Grade:	February 15	February 12
Week 4 (Successes & Challenges)	Grade:	February 22	February 19
Week 5 (Successes & Challenges)	Grade:	March 1	February 26
Week 6 (Successes & Challenges)	Grade:	March 8	March 5
Week 7 (Successes & Challenges)	Grade:	March 15	March 12
Week 8: SPRING BREAK (No Assignments)			
Week 9 (Successes & Challenges)	Grade:	March 29	March 26
Week 10 (Successes & Challenges)	Grade:	April 5	April 2
Week 11 (Successes & Challenges)	Grade:	April 12	April 9
Week 12 (Successes & Challenges)	Grade:	April 19	April 16
Week 13 (Successes & Challenges)	Grade:	April 26	April 23
Week 14 (Successes & Challenges)	Grade:	May 3	April 30
Week 15: Finals Week			

2. University Capstone Course Assignments

To be scheduled with your supervising teacher.

3. Campus Meetings

A.) ****MANDATORY ORIENTATION and TExES Preparation (College of Education)**

Thursday, January 15, 8:30 am (ESSC, Room 255)

B.) ****MANDATORY ORIENTATION (College of Music)**

Band/Orch: Thursday, January 15, 1pm (Room 258)

Choral: Thursday, December 4, 2pm in the Dean's Conference Room (Rm 247-Main Office)

C.) **College of Music Class Meetings/Discussions**

Topic	Attendance (Yes/No)	Band Meeting Date <i>(5:00-6:30 pm, Room 324)</i>	Orch. Meeting Date <i>(5:00-6:30 pm, Room 322)</i>	Choir Meeting Date <i>(5:30-7 pm, Room 320)</i>
Cultural Awareness		Tuesday, February 3	Thursday, February 5	Tuesday, February 3
Ethics, Resumes, Interviews		Tuesday, March 3	Thursday, March 5	Tuesday, March 3
Core Knowledge Teaching & Discipline Management		Tuesday, April 7	Thursday, April 2	Tuesday, April 7
Summary		Tuesday, May 5	Thursday, May 7	Monday, May 11 (@ Dr. McClung's, 6-8pm)

Teacher Education & Administration

Departmental Policy Statements

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on academic integrity: http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior: Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu.

Attendance: See instructor’s attendance policy.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

SETE: The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding TK20 will also be posted on this website.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TEXES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TEXES Advising Office (TAO) administers the College of Education TEXES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TEXES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TEXES practice exam registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-practice-exam-registration>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TEXES) are available at www.texas.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates . Teacher certification candidates should take the TEXES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Take control; (4) Be prepared; (5) Get involved; and (6) Be persistent. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.