Instructor: Dr. Sean Powell (he/him/his)  
Office: MU 302  
Telephone: 940.565.3713  
Office Hours: M 1p-2p, R 10a-11a  
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Course Description: study and discussion of all aspects of music teacher education, including research on teacher education, instructional strategies for methods courses, field experience & student teaching, teacher education curriculum, policy, inclusion/diversity/social justice, music teacher identity development, and music teacher education organizations/community.

Course Goals: A deeper understanding of the issues surrounding music teacher education, embedded within the larger framework of teacher education. Building confidence and competency to enter the profession as a music teacher educator through reading and critiquing research, discussions, field observations, curricular design projects, and teaching demonstrations.

This class is designed to be a “multi-dimensional thought generator” that will facilitate the formation of insights and new ideas about music teacher education. The quality of questions is as important as the answers we may formulate along the way.

You are the most important factor in this class. Your personal experiences and opinions matter the most. Please feel free to share anything with the class: experiences, other readings, or information from other classes. Anything is fair game. There is no “standardized” expectation of performance in this class: everyone will learn and grow according to their own personal needs.

Materials: All required readings will be posted to Canvas. Articles for individual presentations can be found and accessed through the UNT library website.

Assignments/Grading:

Reading Preparations/Class Participation (10%)  
You should come to class having thoroughly read (and re-read) the readings, and you should have detailed, written notes. Write down any thoughts, questions, talking points, or concerns you have about each reading, and be prepared to contribute to a thoughtful class discussion.

Methods Course Observations (10%)  
During the semester, you are to observe 2 undergraduate music education methods class sessions at UNT. Each must be a difference course and instructor. Since none of the classes meet at the same time as our seminar, and since all of us have different schedules, you must individually schedule your observation times. The methods classes meeting times are:
Band: TR, 930-1050a (Gerrard)
Choir: TR, 930-1050a (Nápoles)
Orchestra: TR 8-950a (Chappell)
*Elementary: TR 8-950 (Rowland) *This class meets at a local DISD school

Please email the professors of the classes you wish to observe in order to schedule your visit. You are to submit (to Canvas) written observation notes of each session. The format is open.

Article Presentations (20%)
Each class member will present an article on the class topic on the dates indicated. The article must be a research article, but it may be from an area of teacher education outside of music. It must be on teacher education. Any method (including philosophical) is acceptable. You should post a one-page summary of the article on Canvas (including an APA reference at the top). The summary will not be graded as a formal paper, but it should give your classmates a good overview of the article. The written summary of the article should be a shortened version of the oral presentation. Your time limit for the oral presentation is 6 minutes. We will have a brief period for questions and comments following each presentation. Presentations can be done from your seat (no PowerPoint or other A/V is required, unless you think it necessary). Your presentation should include:

• Complete citation information
• Research questions/problem
• Brief overview of method/participants (if applicable)
• Findings (if applicable)
• Discussion/Conclusions/Implications
• (Most Important) Your take on the article, and how you feel it connects to practice—the “so what?” question

Where to find articles? The reference list of the required readings for the day is a good place to start. You can also do general searches using related keywords. If you have encountered a relevant study through other coursework or your own reading, please feel welcome to bring that in.

In order to avoid overlap/duplication, you will post the article that you wish to present on Canvas. Articles will be claimed on a first-come, first-served basis. You will only be able to select an article for the following week after the conclusion of the previous week’s class.

Syllabi (20%)
Students will create syllabi including course description, goals, assignments, weekly course subject calendar, and reading materials for four music teacher education courses (one each for freshmen, sophomore, junior, and senior students). At least one syllabus must include language reflecting CAEP requirements. For inspiration, I will post sample syllabi on Canvas, but I encourage you to also seek out syllabi from outside UNT. See course calendar for due date. I will give you written feedback on your syllabi, but the assignment is completion only.

Literature Review or Interest Article (20%)
Students will write a 5000-word literature review or an interest article on a music teacher education topic of their choice (possibility to be submitted to Update or the Journal of Music Teacher Education). No double-dipping from other courses or exams allowed. Papers will be presented in class in a 20-minute “conference paper” format on 11/14. Please provide relevant A/V support (such as a
PowerPoint) during your presentation. See *Update* for sample published literature reviews and *JMTE* for sample interest articles. Final written paper due during finals week. You will receive comments and edits on your paper.

Mock Job Interview and Undergraduate Teaching Demonstration (20%)
At the end of the semester, students will present a 30-minute mock undergraduate teaching demonstration for a teaching position in higher education. Your classmates will serve as the “class.” You will select an undergraduate course from the syllabi you construct for this course. We will also hold a mock job interview for a position in higher education during our final exam time. Each of you will select an actual job posting from this academic year to prepare (search “music education” on chronicle.com (“jobs” section) and higheredjobs.com or reference the CMS Music Vacancy List). You will receive written and verbal feedback on your teaching demonstration and mock interview.

Tentative Class Schedule

8/29  
Class intro./syllabus; What is teacher education?; TE, experience of the class; Discussion of reading; What do music teachers entering the profession need to know? What do music teacher educators need to know?; Overview of SMTE website; Training vs. Education: Conway’s letter to the editor.

9/5  
Overview of issues and research in MTE; Music Teacher Identity
READ:  
Ch. 1 Pushing Boundries from the Inside;  
*Choose one:* Draves, “Under construction: Undergraduates’ perceptions of their music teacher role-identities,”  
Parker & Powell, “A phenomenological study of music education majors’ identity development in methods courses outside their areas of focus,” or Powell, “The self-authoring of a music educator: A journey through figured worlds”
PRESENT: Article

9/12  
Musical Skills and Knowledge for Teaching  
READ: Ch. 14 Musicianship for Teaching,  
Ch. 18 Pedagogical Content Knowledge and Core Practices for Music Teaching  
Allsup, “Music Teacher Quality and the Problem of Routine Expertise”
PRESENT: Article

9/19  
Policy and Curriculum  
READ: Ch. 9 Accrediting Agencies: Engaging with CAEP and NASM  
Ch. 10 Curricular Frameworks in Preservice Music Teacher Education  
PRESENT: Article  
Possible guest speaker (TBA)

9/26  
Field Experience  
READ: Ch. 23 Field Experience  
Powell, “Structure and Agency in Novice Music Teaching”
PRESENT: Article
10/3  Student Teaching  
**READ:** Ch. 11 Student Teaching and Certification Requirements  
Ch. 24 Student Teaching  
**PRESENT:** Article

10/10  Field Trip: Student Teacher Observation in Local School (TBA)

10/17  Inclusion/Diversity/Social Justice/Activism  
**READ:** Laes & Westerlund, “Performing disability in music teacher education: Moving beyond inclusion through expanded professionalism”  
Laes & Churchill, “Masks of Benevolence in Music Education: Crafting a Critique of the ‘Center’”  
“Ladson-Billings, “It’s Not the Culture of Poverty, It’s the Poverty of Culture”  
**PRESENT:** Article  
Field trip discussion

10/24  Field Trip: Student Teacher Observation in Local School (TBA)

10/31  Beyond the “Standard” Curriculum  
**PRESENT:** Article  
Planning session/Thinktank: We’re going to create a few “new” courses for the music ed. curriculum  
Field trip discussion

11/7  Planning & Assessing; The Future  
**READ:** Ch. 19 Planning and Preparation for Instruction  
Ch. 20 Assessing Musical Development  
Ch. 43 Setting an Agenda for Music Teacher Education Practice, Research, and Policy

11/14  Paper presentations

11/28  Teaching Demos

12/5  Teaching Demos

 Finals Week  Mock interviews (Schedule TBA)
ACADEMIC INTEGRITY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

LINK: http://vpoa.unt.edu/dcgcover/resources/integrity

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.

LINK: Student Code of Conduct - https://deanofstudents.unt.edu/conduct

ACCESS TO INFORMATION – EAGLE CONNECT

Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect.

LINK: eagleconnect.unt.edu/

ODA STATEMENT

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation.

LINK: disability.unt.edu, (Phone: (940) 565-4323)

2018-2019 Semester Academic Schedule (with Add/Drop Dates)

http://catalog.unt.edu/content.php?catoid=20&navoid=2120

Academic Calendar at a Glance, 2018-2019

https://www.unt.edu/catalogs/2018-19/calendar

Final Exam Schedule

https://registrar.unt.edu/exams/final-exam-schedule/fall

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard/Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

Link: http://ferpa.unt.edu/

COUNSELING AND TESTING

UNT's Center for Counseling and Testing has an available counselor whose position includes 16 hours per week of dedicated service to students in the College of Music and the College of Visual Arts and Design. Please visit the Center’s website for further information: http://studentaffairs.unt.edu/counseling-and-testing-services. For more information on mental health issues, please visit: https://speakout.unt.edu.

The counselor for music students is:
Myriam Reynolds, Chestnut Hall, Suite 311 (940) 565-2741 Myriam.reynolds@unt.edu