

## **SED 470 Student Teaching in the N-12 Program (Music)**

### University Supervisor

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### Course Description

Observation and supervised teaching with opportunity for study and discussion of problems and issues encountered in the N-12 program, Students will be placed with a person holding a valid teaching certificate in the appropriate field. Prerequisites: Admission to candidacy, SED 340 and 341, appropriated method courses and completion of three-fourths of teaching field.

### Course Goals

SED 470 is designed to give the pre-service music teacher hands-on experience in the classroom. Students will be assigned to a mentor teacher at middle school and high school for an entire semester. They will spend one-half of the semester at each school gradually taking over the responsibilities of their mentor teacher until they are carrying a full teaching load. Student teachers will be observed by their mentor teacher and university supervisor on a regular basis.

### Course Objectives (Professional Studies)

The pre-service music teacher shall demonstrate the ability to:

1. Demonstrate the process of inquiry in subject matter content areas that they teach
2. Recognize individual variations in learning and development that exceed typical range and use this information to provide appropriate learning activities
3. Apply knowledge of student learning and development in planning, selection of instructional strategies, classroom management techniques, communication, assessment, and collaboration to create appropriate, challenging and supportive learning opportunities for students
4. Share responsibility for education of students with diverse needs including students with disabilities to ensure implementation of appropriate instructional strategies
5. Use research-based practices
6. Modify tasks and/or accommodate individual needs
7. Provide a variety of ways for students with diverse needs including students with disabilities to demonstrate their learning
8. Provide accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension that significantly expands and increases student's pace of learning and competence in reading, writing, speaking and listening
9. Stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure
10. Provide integration of reading and writing instruction
11. Provide the application of technology across all content areas

12. Evaluate, select and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning and direct instruction
13. Vary teaching roles such as instructor, facilitator, coach, listener and mentor
14. Facilitate students' individual and collaborative use of technologies
15. Use interests and preferences of students to design activities that encourage students with diverse needs including students with disabilities to make positive contributions
16. Take action to promote positive social relationships among students, including age-appropriate peers and students with disabilities
17. Create learning environments that encourage engagement, self-motivation, academic and social learning
18. Use individual behavioral support plans to proactively respond to the needs of all students
19. Create a print/language rich environment that develops/extends student's desire and ability to read, write, speak and listen extensively
20. Encourage students to assume increasing responsibility for themselves and promote each others' learning
21. Use appropriate classroom/behavior management and discipline techniques
22. Communicate optimal expectations for each student
23. Organize, use and monitor a variety of student groupings for instruction
24. Provide multiple opportunities to foster effective verbal and nonverbal communication including assistive technologies
25. Demonstrate appropriate listening strategies that include questioning and reflective listening
26. Use effective nonverbal communication and respond appropriately to nonverbal cues from students
27. Model appropriate verbal and written communication
28. Use data to guide instruction
29. Collaborate to plan instruction for an expanded curriculum in general education to include IEPs and other plans such as Section 504 goals for students with disabilities
30. Select teaching resources, curriculum materials, and technology appropriate for students with diverse backgrounds and reading skills
31. Collaborate with others to incorporate accommodations into all assessments
32. Engage all students in assessing and understanding their own learning and behavior
33. Use technology to assess student progress and manage records
34. Evaluate students' technology proficiency and students' technology-based products within curricular areas
35. Focus on student learning based on interpretation of reports from standardized test currently required statewide, other assessments of student learning, use of assessments in instruction and development of meaningful learning experiences for students based on their development levels and prior experience
36. Keep accurate records including IEPs, especially records related to federal, state and district policies, and other records with legal implications
37. Communicate and collaborate effectively with colleagues, students, parents guardians and significant agency personnel who are included and valued equally as partners
38. Conduct professional activities in an ethical manner consistent with the requirements of law, rules, regulations, policies and procedures
39. Articulate a personal philosophy and its relationship to teaching practices
40. Maintain confidential student information in a professional manner

41. Practice safe, responsible, legal and ethical use of technology and comply with school district acceptable use policies including fair-use and copyright guidelines and internet-user protection policies
42. Exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities
43. Share instructional responsibility for students with diverse needs, including students with disabilities, to develop collaborative teaching relationships and instructional strategies
44. Participate as reflective members of different types of teams including but not limited to Building Based Student Support Teams within the education process
45. Collaborate with para-educators and other paraprofessionals
46. Use confidential student information in a professional manner
47. Coordinate the efforts if a large group of students with diverse backgrounds and abilities so as to accomplish desired musical objectives

#### Other Objectives

48. Incorporate suggestions and questions from students
49. Use motivational strategies
50. Create a positive learning climate
51. Implement developmentally appropriate instruction for diverse learners
52. Demonstrate sensitivity to diversity
53. Access school and other resources and referral services
54. Establish goals based on the appropriate state course of study
55. Use a variety of instructional strategies
56. Plan appropriate learning activities using interdisciplinary approach
57. Encourage students to use ideas from a variety of perspectives
58. Use a variety of instructional student groups
59. Model appropriate verbal and written communication
60. Use and respond to nonverbal communication
61. Adjust plans based on student needs and performances
62. Select teaching resources based on diversity of students
63. Vary teaching roles
64. Encourage students to assume responsibility for themselves
65. Organize, manage and allocate time and space
66. Communicate optimal expectations
67. Use appropriate classroom/behavior management techniques
68. Design and use a variety of informal assessment techniques
69. Use observation and student responses to evaluate and/or alter lesson
70. Seek out best practice, professional literature and assistance of colleagues
71. Communicate and collaborate with colleagues and other significant persons or agencies
72. Encourage the involvement of parents/guardians
73. Teach and conduct activities in a professional and ethical manner
74. Use confidential student information ethically and professionally
75. Articulate and use a personal philosophy
76. Articulate a personal philosophy and its relationship to teaching practices
77. Model safe, responsible, legal and ethical use of technology
78. Design, implement and assess learner-centered lessons and units that incorporate technology

79. Use technology tools for instruction, student assessment, management, reporting and communication
80. Facilitate students' individual and collaborative use of technologies
81. Design, manage, and facilitate learning experiences that are responsible to diversity of learners
82. Evaluate students' technology proficiency and technology-based products within curricular areas
83. Use technology to enhance profession growth
84. Develop and implement a classroom management plan for equitable student access to technology
85. Demonstrate musical competency through effective conducting and rehearsal strategies

The pre-service music teacher shall demonstrate knowledge of:

1. Current state assessment requirements and procedures
2. The roles and responsibilities of members of different types of teams including but limited to Build Based Student Support Teams within the education process
3. Roles and responsibilities of para-educators and other paraprofessionals
4. How to access school, community, state, and other resources and referral services
5. Strategies to identify technology resources and technical assistance both on-line and on-site
6. Characteristics of appropriate and effective learner-centered lessons and units that integrate technology
7. Technology tools for instruction, student assessment, management, reporting and communication
8. Processes and criteria for evaluating students' technology proficiency and technology-based products
9. The resources for enhancing professional growth using technology

#### Course Requirements

1. Students will report to school at the appropriate time and mirror their mentor teacher in all aspects of their faculty responsibilities including non-teaching activities such as hall duty, lunch duty, bus duty etc.
2. Students will attend faculty meetings at their appropriate school
3. Students will attend after-school rehearsals and performances
4. Students will develop a rapport with the students, faculty members, administration and parents at their appropriate school
5. Students will assume as much teaching load as allowed by their mentor teacher
6. Students will phone their mentor teacher and university supervisor if they are not attending school on a particular day
7. Students are to keep a log of their hours during the student-teaching process
8. Students are to contact their mentor teacher and/or their university supervisor if problems arise with students, parents, faculty or administration

### Statement Regarding Students With Disabilities

In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodation. The Office of Special Student Services will certify a disability and advise faculty members of reasonable accommodations.

### Statement Regarding Changes In Course Requirements

Since all classes do not progress at the same rate, the instructor may wish to modify the requirements or their timing as circumstances dictate. If any modifications are required, students will be given adequate notification in writing.

### Evaluation

Student teachers will be evaluated by their mentor teachers and the university supervisor and receive a grade of A, B, C, D or F. Mentor teacher evaluations will amount to 50% of the total grade. The university supervisor evaluation will amount to the remaining 50%.