

## MUED 533/607 Human Interaction and Professional Growth/ Student Teaching Seminar I

**Semester/Term:** Fall 2022

**Credit Hours:** 2

**Section:** 001

**Course Modality:** In-Person

**In-Person Location:** University of Louisville, School of Music, Room 130

**Meeting Times:** Monday 4:00-5:40 (2-3 times monthly; see course calendar below for meeting dates)

**Professor:** Abigail (Abbie) Van Klompenberg

**Email:** ALVANK02@louisville.edu

**Cell:** (269)760-4501

**Office Hours:** TBD, on Zoom

**Zoom Office Hours:** <https://uky.zoom.us/j/89323426545>

**Preferred Contact Method:** E-mail for general correspondence; call/text for emergencies or items that need immediate attention.

**Response Time:** Professor will respond to student emails within 24 hours if contacted during the week before 5PM. On weekends or after 5PM on Friday, the professor will respond within 48 hours.

### **Course Description:**

This course is designed for the student teacher to apply field experiences to a professional philosophy while reflecting on career goals common to the Teacher Standards of Kentucky Department of Education (KDE) and the NafME content standards for music education. Students evaluate and augment their student teaching experiences and prior college course work into practical application and personal reflection. Philosophical statements and rationales for teaching music in the schools as well as statements regarding the roles of the teacher, student, and administrators will be written and critiqued. Practical problems and solutions for the experienced student teacher will be explored in a seminar format. Guest lecturers will also present additional perspectives on music and education. Students will update their professional portfolios and examine basic information needed for successful student teaching.

Addition the two-semester sequence for MAT students (MUED 607) allows students to utilize their MAT course work to learn both new and experienced teacher standards while developing more complete teaching philosophies and updating their knowledge of teaching methodology. BME students focus primarily on beginning/new KDE standards for teachers and KCAS performance standards for students.

### **Prerequisites**

See catalog. Students must also be enrolled in student teaching.

## **Required Materials**

- FolioTek Access
- Blackboard Access (Check Daily)
- U of L Email (Check Daily)
- Kentucky Common Core for Arts and Humanities (Kentucky Department of Education: <http://education.ky.gov/curriculum/docs/Documents/KCAS%20-%20June%202013.pdf>)
- Kentucky Program Review for Arts and Humanities (located on Blackboard)
- Kentucky Teacher Standards (located on Blackboard)
- Folder (hard copy and digital) with handouts, documents, and articles
- NAFME membership (student chapter membership highly encouraged)
- weebly.com account

## **Course Objectives**

- Communicate the art of music with aesthetic sensitivity to children and young adults
- Identify stages of learning with respect to the development of music concepts, and prepare materials and teaching techniques appropriate to each level of growth
- Recognize the relationships among cognitive, affective, and psychomotor domains as applied to musical development
- Evaluate materials currently used in music curriculum
- Understand and apply principles of educational psychology, learning theory, teaching style, classroom management, discipline, questioning and grouping
- Articulate a basic philosophy of music education that demonstrates understanding of the role of music in the total development of children and the role of music in education
- Demonstrate basic skills as a professional in the field of music education

**Kentucky Teacher Performance Standards (KTPS) for this course can be found at the end of the syllabus.**

## **Grade Weighting**

Each student's overall course grade will be computed according to the following breakdown:

<b>Assignment</b>	<b>Weight</b>
Active Participation & Seminar Attendance	15%
Assignments (SRQ, LPs, & Video Reflections)	35%
Projects (Instructional Sequence Project & Secondary Leadership Project)	20%
Final Teaching Portfolio & Weebly	30%
<b>No work will be accepted after Monday, December 5<sup>th</sup> (the last day of classes)</b>	

***There is no synchronous final for MUED 533/607. The student's created Weebly website, submission of Final Drafts on Blackboard, and submission of FolioTek requirements (per the College of Education) will serve as the course's Final Exam/Teaching Portfolio.***

## **Grading**

Grading in this class is reflective of student readiness, quality of work, demonstration of performance standards, class preparation, and participation.

- A (90-100%)** All assignments are presented in exceptional form and content, **on time**. Attendance at and participation in all seminars is exceptional.
- B (80-89%)** Assignments submitted but the average of all assignments is not exceptional, **on time**. Attendance at and participation in all meetings is exceptional.
- C (70-79%)** Assignments are not all fully completed and are not exceptional. Attendance at and participation in seminar is average.
- D (69% or below)** Assignments are not adequately completed, and /or attendance and participation at seminar is inconsistent.

## **Assignment Submission Expectations**

- Written and video-based assignments are submitted on Blackboard, unless otherwise requested by the instructor. Check Blackboard and the course calendar for assignment due dates.
- Late assignments can be turned in up to two days late, but you will lose a letter grade for each day it is late. Assignments cannot be turned past the third day due date. As professionals and early career educators, it is expected that your work will be on time. Late assignments are only accepted under certain circumstances.

## **Attendance Policy**

**Seminar is an in-person synchronous course. Attending class is an expectation.** Making music, teaching, and learning are hands-on experiences; it is essential to attend seminar as much as possible. Excessive absences or not engaging in the course will impact the student's participation grade (See grading weight system). Attendance is taken at the beginning of each class and will be tracked by the instructor.

Due to the advanced notice for all assignments in this course, students are expected to submit their work on time. If a student experiences illness, personal issue, or other need for a late submission, it is the responsibility to notify the instructor and establish a submission deadline BEFORE an item is late. If a student is unclear about attendance or assignment deadlines, please communicate with the instructor promptly via email.

## **Work Outside of Class**

University policy states that, "Not less than one hour of classroom or direct instruction and a minimum of 2 1/2 hours out of class student work each week." Therefore, it is anticipated that students will work approximately 5 hours out of class student work each week for this class. (2 credit).

## **Assignments for Class**

### ***SRQ: Due no later than Saturday at 11:59PM***

This assignment is a structured weekly reflection on your time teaching. Your SRQ must be 1-2 pages (single-spaced, 12-point font, New Times Roman). It includes three sections: Summary, Reflection, and Questions. In your **summary section**, give an overview of the week of teaching.

Paint a picture clear enough that I know what happened every day. You may want to discuss student interactions, repertoire, pedagogy, schedules, meetings, or other duties. Talk about what you see and how you feel about what happened. In your **reflection section**, respond to the prompt of each given week. Reflect on the prompt AND how you grew as a teacher this week. You will want to write multiple paragraphs for the reflection section. Address your strengths and areas of growth in this section. In your **question section**, write 2-3 questions you have after your week of teaching. These questions could be general education questions, a question for yourself as you move forward, or a direct question for me. These questions do not need an answer in your SRQ. You are only required to write the questions.

**Weekly Lesson Plans: *Due no later than Tuesday at 8PM***

Submit on Blackboard whatever lesson plans you designed for the week ahead. Lesson plans need to demonstrate that you are planning for and participating in daily instruction. Students may submit lesson plans in varying formats, reflecting the lesson plan expectations at their placement. The course instructor reserves the right to provide a mandatory template for lesson plan submissions. This will occur if the student's lesson plans submissions do not demonstrate comprehensive planning and instruction.

**Class Discussion, Participation, and Attendance: *Graded Continuously***

Based on the assignments required for discussion, the student teacher should be prepared to thoughtfully participate in discussions. Students must attend seminar to obtain points for participation and attendance. See the attendance requirements for more details.

**Video Reflections: *Due dates vary***

Students will need to record a 20-minute excerpt of their teaching. Students will view the video and summarize what happened during that class period. Students need to reflect on their approach to teaching, the content they addressed, areas of strength, and areas of refinement based on what they see. Reflections should be 1-2 pages (single-spaced, 12-point font, Times New Roman). Reflections will be submitted on Blackboard.

**Instructional Sequence Project: *Due final week of elementary placement***

This project is a scope and sequence/unit plan of a concept you would like to teach with the students in your elementary placement. You completed a project like this in Dr. Amchin's elementary methods course. Design an instructional sequence that includes three to five lesson plans and overview/timeline of the concept you are teaching. Lesson plans for the Instructional Sequence Project need to be comprehensive. The included lesson plans should follow the template from the College of Education/Music Education Department. Elementary students are traditionally seen once a week which means your lessons will stretch over several weeks (one lesson being taught per week). Ideally, you should implement this project with your elementary students. If possible, teach the unit and revise for your final draft. Include a final draft of this project in your final teaching portfolio.

**Secondary Leadership Project: *Due final week of secondary placement***

This project focuses on specific instruction and differentiation to a small group of students. The group of students should be discussed with your cooperating teacher. You will need to see and lead instruction with these students frequently. Sample groups may include the flute section (if

you're placed in a band) or only the tenors (if you are in a choral setting). Include three sections of this project: 1) plan, 2) refine, 3) reflect. In the **plan** section, describe the students involved in this project. Talk about their background and learning needs (musical, educational, cultural, and personal). Describe how your knowledge of these students will shape your instruction. In the **refine** section, create a log of the time you spent with the students. Describe your goals for that time, what you did, and how they achieved your goals. In the **reflect** section, describe what worked and what did not in the given interaction. How will you change or improve things for the next time you teach this group? Envision this project as a continuous log or journal. Do not procrastinate on this project, as it required tracking your interactions over the entire placement. Include a final draft of this project in your final teaching portfolio.

**Weebly & Final Teaching Portfolio: *portions will be due throughout the semester, final Weebly site is due December 5th***

This will be a compilation of your project, classroom work, and intern experiences throughout the semester. It will include:

- Bio & Headshot
- Cover letter
- Resume
- Philosophy of education
- Evidence of teaching (such as pictures, lesson plans, etc.)
- Professional affiliations & professional development activities
- Extracurricular activities, interests, and hobbies

<b>Date</b>	<b>Location</b>	<b>Key Topics</b>	<b>Expectations &amp; Assignments</b>
Week 1 August 21st-27th	In-Person Seminar  Monday, August 22nd	Syllabus, Calendar & Assignments  Class Culture	Due: Saturday, August 27th SRQ: Classroom Culture  Work On: Instructional Sequence Project <i>or</i> Secondary Leadership Project
Week 2 August 28th-September 3rd	In-Person Seminar  Monday, August 29th	Lesson Planning  Standards  Scope & Sequence	Due: Saturday, September 3rd SRQ: Planning  Work On: Instructional Sequence Project <i>or</i> Secondary Leadership Project
Week 3 September 4th-10th	No Meeting  Labor Day	Independent work on projects	Due: Wednesday, September 7th Instructional Sequence Project <i>or</i> Secondary Leadership Project Rough Draft  Due: Saturday, September 10th SRQ: Week-in-Review
Week 4	In-Person Seminar	Cover Letters  Resumé	Due: Monday, September 12th Resumé Rough Draft Cover Letter Rough Draft

September 11 <sup>th</sup> -17 <sup>th</sup>	Monday, September 12 <sup>th</sup>		Due: Saturday, September 17 <sup>th</sup> SRQ: Career Planning
Week 5 September 18 <sup>th</sup> -24 <sup>th</sup>	No Meeting	Independent work on video reflection	Due: Saturday, September 24 <sup>th</sup> SRQ: Week-in-Review & Video Reflection #1
Week 6 September 25 <sup>th</sup> -October 1 <sup>st</sup>	In-Person Seminar  Monday, September 26 <sup>th</sup>	Teaching Portfolio Check-In  Weebly Introduction	Due: Saturday, October 1 <sup>st</sup> SRQ: Growth & Goals  Work On: Revising Instructional Sequence Project <i>or</i> Secondary Leadership Project
Week 7 October 2 <sup>nd</sup> -8 <sup>th</sup>	U of L Fall Break  No Meeting	Independent work on projects  <b><i>You will still teach at your placements this week, despite U of L Fall Break</i></b>	Due: Saturday, October 8 <sup>th</sup> SRQ: Teaching Approaches  Instructional Sequence Project <i>or</i> Secondary Leadership Project Final Draft
Week 8 October 9 <sup>th</sup> -15 <sup>th</sup>	In-Person Seminar  Monday, October 10 <sup>th</sup>	Differentiation  Exceptional Populations	Due: Saturday, October 15 <sup>th</sup> SRQ: Disability & Ableism
Week 9 October 16 <sup>th</sup> -22 <sup>nd</sup>	In-Person Seminar  Monday, October 17 <sup>th</sup>	Social-Emotional Learning	Due: Saturday, October 22 <sup>nd</sup> SRQ: Social-Emotional Learning
Week 10 October 23 <sup>rd</sup> -29 <sup>th</sup>	No Meeting	Independent work on projects, portfolio, & Weebly	Due: Saturday, October 29 <sup>th</sup> SRQ: Music Instruction
Week 11 Oct. 30 <sup>th</sup> -Nov. 5 <sup>th</sup>	No Meeting	Independent work on projects, portfolio, & Weebly	Due: Saturday, November 5 <sup>th</sup> SRQ: Teacher Well-Being
Week 12 November 6 <sup>th</sup> -12 <sup>th</sup>	In-Person Seminar  Monday,	The Job Hunt  Mock Interviews	Due: Saturday, November 12 <sup>th</sup> SRQ: Making Yourself Marketable

	November 7th		Instructional Sequence Project <i>or</i> Secondary Leadership Project Rough Draft
Week 13 November 13th-19th	No Meeting	Independent work on projects & portfolio materials	Due: Saturday, November 19 <sup>th</sup>  SRQ: Week-in-Review Video Reflection #2
Week 14 November 20th-26th	No Meeting	Independent work on projects, portfolio & Weebly	No Assignments Due This Week
Week 15 November 28th- December 3 <sup>rd</sup>	In-Person Seminar  Monday, November 28th	Multiculturalism  Culturally Responsive Pedagogy	Due: Saturday, December 3 <sup>rd</sup>  SRQ: Culturally Responsive Pedagogy
Week 16 December 5th & 6th	In-Person Seminar  Monday, December 5th	Final Portfolio & Weebly Check-In  Class Closure	<b><i>All assignments, projects, and Weebly are due Monday, December 5<sup>th</sup> at 11:59PM</i></b>
Finals Week December 7 <sup>th</sup> -13th		No Synchronous Final for MUED 533/607	

### **Students with Disabilities**

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502.852.6938) for verification of eligibility and determination of specific accommodations.

### **Academic Dishonesty**

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

### **Religious Holy Days and Observances**

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

Students: Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.

Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines.

### **Plagiarism**

It is expected that a student in the Graduate School will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in severe academic penalties including dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities (see Graduate Catalog). Ignorance of these responsibilities is not an acceptable defense against charges of academic dishonesty.

### **Continuity of Instruction**

Flexibility and modification are key due to the ever-changing nature of the COVID-19 pandemic. Extreme, inclement weather may occur and impact instruction, as well. Changes of modality are at the discretion of the instructor and/or university. Clear communication will occur from the instructor in a timely manner. Students are expected to check their university email account and the Blackboard site for class updates daily. Changes to assignments, material, calendar may occur in this course at the discretion of the instructor.

### **Title IX/Clery Act Notification**

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

### **Sexual Harassment**

The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is



unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems.

Students and Instructors are protected from Sexual Harassment according to the Affirmative Action policy, the Student Code of Conduct, and the UofL Computer Account Usage Agreement. Anyone experiencing Sexual Harassment should refer to the links above and/or contact the PEACC Program at 852.2663 and an advocate will explain your choices. This is a free and confidential service.

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

*By reading this syllabus, you agree to the terms and expectations of this course. The instructor reserves the right to vary the syllabus and alter the sequence of instruction as needed with clear and reasonable notice to the students..*

## **Kentucky Teacher Performance Standards (KTPS) for MUED 533/607**

***Standard 1 (Learner Development): The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

- 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

***Standard 2 (Learning Differences): The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.***

- 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- 2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

***Standard 3 (Learning Environments): The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.***

- 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

***Standard 4 (Content Knowledge): The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.***

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

***Standard 7 (Planning for Instruction): The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners
- 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

- 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

***Standard 8 (Instructional Strategies):* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

- 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

***Standard 9 (Professional Learning and Ethical Practice):* The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.**

- 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

***Standard 10 (Leadership and Collaboration):* The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.**

- 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.