

**MODELS OF TEACHING IN SECONDARY SCHOOL
INSTRUMENTAL MUSIC
Spring 2008**

C&I 4203

ARTS 2.03.22A

MWF 11:00-11:50; Lab F 9:00-9:50

Office Hours: MW 1:30-2:30 PM *and* by appointment

“Models of Teaching in Secondary School Instrumental Music” (C&I 4203) is one of two professional education courses taught in the Department of Music. This course is designed to introduce you to the fundamental principles of effective music instruction and to provide opportunities to practice applying those principles in your own teaching. All of you are talented, skillful musicians and intelligent, well-educated people. You have chosen Music Education as a career; this reflects your interest in music as an art form and your commitment to the education and well-being of children. I hope that you are challenged this semester to examine carefully your own expectations, aspirations and biases regarding a professional life in teaching. The ultimate goal of this course is that you acquire knowledge of the fundamental principles of our discipline, a realistic perspective of your own strengths and weaknesses as developing professionals, and a compelling interest in learning about and confronting challenges that lie before you in the remainder of your undergraduate education and your future professional lives. Directed field experience in middle school classrooms is required by the state.

General Objectives:

1. Explain the fundamental principles of human learning and their application in the development of intellectual and motor skills.
2. Articulate meaningful goals for music study by professionals, pre-professionals, amateurs, and children.
3. Design effective learning sequences that focus on the development of (a) intellectual flexibility and depth and (b) fundamental skills.
4. Create successful learning experiences that effectively change student behavior.
5. Speak and write clearly and cogently—giving succinct instructions and direct positive and negative feedback.
6. Systematically analyze the effectiveness of teaching on the basis of student accomplishment.
7. Contribute to the improvement of your own teaching and the teaching of your peers by providing thoughtful, informative analyses of teaching.

Prerequisites:

Students enrolled should have previously completed:

EDU 3103 Education in American Society (or equivalent)

EDP 3103 Learning & Development (or equivalent)

MUS 3413 Foundations of Music (or equivalent)

MUS 34_1 Most instrumental techniques courses

Text and Materials: Duke, R. A. (2005). *Intelligent music teaching: Essays on the core principles of effective instruction*. Austin, TX: Learning and Behavior Resources. (required)

Observation Materials Packet (provided on Web CT)

SCRIBE program, available for PC and Macintosh. Order at <http://cml.music.utexas.edu/scribe.htm>. \$20 (recommended)

3 Digital (MiniDV) Videotapes (NEW). You must use digital cameras to for purposes of the computer evaluation you are required to complete.

- Specific Objectives:
1. Read essays on the principles of effective instruction in instrumental music and submit brief written summaries outlining the main points of each essay. End your summary with a paragraph of original thought inspired by the essay and write one question raised by each reading.
 2. Complete three learning activities: (a) Translating Ideas Into Values - demonstrate ability to differentiate between observable and non-observable aspects of behavior and to describe teacher-student interactions in behavioral terms; (b) Performance Checklist - design an assessment checklist appropriate for instrumental music performance on the secondary instrument you are teaching in your field experience assignment; (c) Instructional Sequence - design an instructional sequence (task analysis) for one aspect of instrumental music performance. The aspect you choose to present should be one aspect of your student's performance you are working to change.
 3. Field Experience Observation Assignment. Complete the state-required observation time in the public schools. Complete 10 individual lessons in the public schools, teaching an assigned secondary instrument.

You will complete three videotape projects: the baseline lesson video (lesson 2), the mid-semester lesson video (lesson 5), and the final lesson video (lesson 10). Digitize your taped lesson so that each video project includes: (1) an uninterrupted 20-minute excerpt of the most interactive part of your lesson and (2) two separate movies of individual rehearsal frames, one successful and one unsuccessful; the rehearsal frames may or may not be excerpted from the uninterrupted 20-minute file. The mid-semester video must include (1) a recording of you and your student performing a duet *and* (2) your introducing a new piece to your student. The final video must include a recording of you and your student performing a duet in front of your student's class.

For each lesson, post the following written materials on Web CT:

(a) *prior* to lesson 2, submit a typed Diagnostic Assessment form, including clear statements of instructional objectives;

(b) lessons 2-10: weekly lesson plans submitted one week *prior* to each lesson (i.e., by 11:59 p.m. on the day of the preceding lesson - example:

on Jan 28 teach lesson 2 and submit plan for lesson 3 by 11:59 p.m. the same day), performance checklist data records, and reflection forms that include informal student *and* teacher evaluations;

(c) written evaluations of baseline (lesson 2), mid-semester (lesson 5), and final videotapes (lesson 10) that include SCRIBE data files;

(d) Final report and presentation: the posted report should be a written summary that includes a narrative description of your field experience, detailed changes observed in your student's performance and attitude, changes observed in your teaching skills and attitudes, and the most important things that you learned from the experience. You will present a brief oral summary of your final report in class. Select and post one video clip from each of your three taped lessons that illustrates changes made in you and your student. Show the clips during your oral presentation.

4. Instructional Sequence Teaching Demonstration and Videotape Presentation. Prepare a written instructional sequence for one aspect of performance/pedagogy (topic approved by me in advance) for the secondary instrument you are teaching. Present excerpts from your baseline lesson videotape that illustrate (a) a specific performance problem that you have identified in your student and (b) systematic procedures you have implemented for ameliorating the problem. Demonstrate on the instrument in class (a) the student's incorrect performance behavior, (b) a systematic method of remediation and (c) the terminal performance goal in the context of music making. Presentations must be given on the days assigned. Submit the written sequence of instruction (typed) on the day listed in the academic calendar (due approximately one week before presentations begin). Complete a self-evaluation form following review of your **videotaped in-class** presentation.
5. Rehearsal Techniques Lab. Select repertoire, plan, and conduct two rehearsals of an instrumental ensemble (in-class). These must be completed on the days assigned. Submit rehearsal planning form (typed), copy of repertoire, and videotape evaluation form (also typed) for each rehearsal. You will perform each piece (on your secondary instrument) and submit a draft of your rehearsal plan *prior* to each rehearsal.
6. Student Assessment (small groups). Make a list of all performance, academic, and social objectives you expect a beginner instrumental class (assigned) to demonstrate by the end of year one. Describe how you will assess your students' capacity to demonstrate each objective and how you will document this information. Then discuss how you will use those assessments to determine course grades for your students.
7. Meet minimum criterion on the Music Pedagogy and Materials Examination. The exam must be taken on the assigned day.

8. Classroom Management Assignment. To be discussed in class.
9. Technology Competency. Satisfy competency criteria with: (a) computerized observation system for videotape evaluations, (b) software for preparing and editing all video assignments, (c) word processing to prepare all typed assignments, and (d) music notation software used in arranging music for rehearsal labs.
10. Class Discussions/ Demonstrations. Contribute logical comments, thoughts, and questions to class discussions. Attend scheduled classes and participate in the Teaching Lab Ensemble, arriving before instruction begins for both class and lab. Miss no more than three scheduled classes and labs combined *for any reason*. Each absence beyond three will result in a grade reduction of one letter (e.g., 1 class and 2 lab absences count as the 3 total absences allowed.)*

NOTES: Proofread written work so assignments are turned in with impeccable grammar and spelling and show clear evidence of scholarly thought and effort. Assignments turned in with 3 or more grammatical/spelling errors will not receive credit without revision. Assignments that do not show clear evidence of scholarly thought and effort will be returned for revision. If I ask you to make revisions for grammar/spelling and content more than two times, the revision privilege will be void. Henceforth, 2 points will be deducted from your assignment grade for each grammatical/spelling error made; in the case of poor content the initial grade will stand.

All assignments must be completed and submitted at the beginning of class on the printed due dates in order to receive credit. The instructor reserves the right to assign partial credit for any assignments turned in after the beginning of class on the printed due date in extenuating and RARE circumstances (my discretion). Assignments turned in more than 5 school days beyond the due date will NOT receive credit.

Any assignment(s) may be changed with my prior approval. Do not engage in "busywork" if you know the material. Students should make copies of any course materials they would like to retain for their records (including videotapes); all materials submitted will remain in students' permanent files and will not be returned at the conclusion of the semester.

LATE ARRIVALS: If you arrive after roll has been taken, it is your responsibility to meet with the instructor after class to make sure that your attendance is documented. In the field of Education, promptness is not a courtesy; it is an obligation. Class will begin promptly at 11:00 AM. Students entering class after 11:00 will be marked late. Two late arrivals will be treated as one absence. Students entering class after 11:15 AM will be marked absent.

Teaching Lab Ensemble (Friday 9:00–9:50 AM) is a required component that gives students opportunities to implement principles discussed in class. Lab will begin promptly at 9:00 a.m. Students entering class after 9:00 will be marked late. Two late arrivals will be treated as one absence. Students entering class after 9:15 a.m. will be marked absent. Students who have another class scheduled on Friday 9:00-9:50 a.m. will be given an alternative assignment.

By accepting admission to The University of Texas at San Antonio, each student makes a commitment to understand, support, and abide by the University Student Conduct Code without compromise or exception. Violations of academic integrity will not be tolerated. This class will be conducted in strict observance of the Conduct Code. Refer to your Student General Bulletin for details.

PLEASE NOTE: Reasonable accommodations for students with disabilities may be arranged by contacting the instructor of this course on an individual basis. This syllabus can be made available in an alternate format upon request.

**Criminal background checks will be conducted on all music education students enrolled in undergraduate courses at the 3000 and 4000 level. Since observation and interaction with minors is required for successful completion of degree programs in the College of Education and Human Development, students who do not have a clear criminal background check may not be allowed to continue in the programs of the college.

***As stated in the UTSA Student Fitness to Teach Policy:

Unconditional acceptance in the Teacher Certification Program will be granted prior to the student teaching (or internship) experience if there are no outstanding negative Fitness to Teach reviews that a candidate has not successfully remedied and the teacher candidate has earned a grade of "C" or better in any and all Approaches or Models of Teaching courses.

Grading System for Assignments:	A	Indicates accurate, excellent work
	B	Indicates that work is completed adequately, good work
	C	Indicates that work is acceptable, but does not show clear evidence of thoughtful effort
	D	Indicates that work is not completed adequately, work is below expectation
	F	Indicates that work is not completed or unacceptable

- Final Grade Criteria:
- A Written course requirements completed with excellence and accuracy *and* all criteria met for field experience and observation assignments; all assignments submitted on time and attendance and participation criteria met.
 - B Written course requirements completed with competence and accuracy *and* all criteria met for field experience and observation assignments; all assignments submitted on time and attendance and participation criteria met.
 - C Written course requirements adequately completed *and* all criteria met on field experience observation assignments; one or two assignments submitted late and attendance and participation criteria substantially met.
 - D One or more written course requirements not adequately completed *and* all criteria met on field experience observation assignments; one or more assignments submitted late and attendance and participation criteria substantially met.
 - F One or more written course requirements not adequately completed, one or more assignments not submitted on time and attendance and participation criteria not substantially met. Failure to meet any criterion on field experience observation assignments will earn you a failing grade, even in the absence of the other criteria for an F.

***See Item 10 above for attendance policy and the "Notes" section for tardy policy for a reminder of their relationship to the final course grade.**

FINAL GRADE CHECKLIST

NAME: _____

not

date

	<u>completed</u>	<u>completed</u>	<u>turned in</u>
1. Essay summaries (7)	_____	_____	_____
2. (a) Precision in Language Learning Activity	_____	_____	_____
(b) Performance Checklist Learning Activity	_____	_____	_____
(c) Instructional Sequence Learning Activity	_____	_____	_____
3. Field Experience Contract & Schedule	_____	_____	_____
Diagnostic Assessment Report (from Lesson 1)	_____	_____	_____
Lesson Plans (9)	_____	_____	_____
Data Records (Performance Checklists) (9)	_____	_____	_____
Lesson Reflections (9)	_____	_____	_____
Baseline Lesson Video	_____	_____	_____
Baseline Lesson Video Analysis	_____	_____	_____
Mid-term Lesson Video	_____	_____	_____
Mid-term Lesson Video Analysis	_____	_____	_____
Final Lesson Video	_____	_____	_____
Final Lesson Video Analysis	_____	_____	_____
Final Report and Presentation (typed)	_____	_____	_____
4. Teaching Demonstration Presentation	_____	_____	_____
Teaching Demonstration Analysis	_____	_____	_____
5. Rehearsal Tech Lab 1 Presentation	_____	_____	_____
Rehearsal Tech Lab 1 Plan and Repertoire	_____	_____	_____
Rehearsal Tech Lab 1 Video Evaluation	_____	_____	_____
Rehearsal Tech Lab 2 Presentation	_____	_____	_____
Rehearsal Tech Lab 2 Plan and Repertoire	_____	_____	_____
Rehearsal Tech Lab 2 Video Evaluation	_____	_____	_____
6. Student Assessment Group Project	_____	_____	_____
7. Examination Criterion	_____	_____	_____
8. Cooperating Teacher's Final Evaluation	_____	_____	_____
9. Number of Absences _____ Number of Tardies _____	_____	_____	_____

This checklist must be handed in on the last class day in order to receive credit for the course.

Spring 2008 Academic Calendar (Revised)

MONDAY	WEDNESDAY	FRIDAY
JAN 14 Orientation, Schedule Forms; TE _x ES and PPR Review	16 Precision Essay Summary DUE	18 Precision Learning Activity DUE; * Scribe and Video Intro
21 <i>MLK Holiday, class will not meet</i>	23 What to Teach Essay Summary DUE	25 Field Experience Assignments; Discuss Diagnostic Assessment, Performance Checklists, Lesson Plans; Begin Assessment Essay
28 Field Experience Discussion from Friday (make-up day)	30 Performance Checklist DUE Read Assessment Essay DUE	FEB 1 Sequencing Essay Summary DUE
4 Feedback Essay Summary DUE (Orchestra Tour)	6 Change Essay Summary DUE (Orchestra Tour)	8 Transfer Essay Summary DUE
11 Diagnostic Assessment & Contract DUE; Instructional Sequence DUE; Begin Baseline Video	13 Instructional Sequence Teaching Demonstrations	15* <i>TMEA, class will not meet</i>
18 Remedial Teaching and Arranging; Rehearsal Techniques Lab discussion	20 Instructional Sequence Teaching Demo Video Evaluation DUE; Rehearsal Techniques Lab 1 discussion and demo	22 Baseline Video & Eval DUE; Individual Appointments on Baseline Video, <i>Formal class will not meet</i>
25 Rehearsal Techniques Lab 1 Plan and Arrangement DUE; Practice run-through	27 Rehearsal Techniques Lab 1	29 Rehearsal Techniques Lab 1
MAR 3 Student Assessment and Philosophy of Grading; Begin Midterm Video	5 Rehearsal Techniques Lab 1 Video Evaluation DUE; Group Assignment: Student Assessment Project	7 Student Assessment Project continued
10 Student Assessment Project DUE; Rehearsal Techniques Lab 2 Assigned; Exam Review	12 Written Exam	14 Midterm Lesson Video & Evaluation DUE; Individual Appointments on Midterm Video, <i>Formal class will not meet</i>
17 S P R I	19 N G B R	21 E A K

24 Rehearsal Techniques Lab 2 Plan and Arrangement DUE; Practice run-through	26 Rehearsal Techniques Lab 2	28 Rehearsal Techniques Lab 2
31 Middle School Year-at-a-Glance for First Year: Recruiting Students, Assigning Instruments, and Retaining Students	APR 2 Middle School Year-at-a-Glance Beyond First Year: Using Performances to Teach	4 Rehearsal Tech Lab 2 Video Eval DUE; Middle School Year-at-a-Glance continued
7 Strategies for working with students with disabilities	9* <i>MENC Convention, class will not meet</i>	11* <i>MENC Convention, class and lab will not meet</i>
14 Classroom Management; Assignment begins; Begin Final Lesson Video	16 Classroom Management	18 Classroom Management
21 Classroom Management	23 Classroom Management Assignment DUE	25 Final Lesson Video & Evaluation DUE
28 Individual Appointments on Final Video, <i>Formal class will not meet</i>	30 Field Experience Final Report and Presentations DUE; Grade Checklist DUE	MAY 2 Study Day...there is no final exam for this course. Have a great summer!