

The University of Akron
College of Fine and Applied Arts
School of Music
Student Teaching Colloquium
7500:492:002
7500:697
Spring 2008
Thursday 4:30 – 5:30 PM
147 Guzzetta Hall

Instructors

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Course Objective and Rationale

This course is designed to assist music education students as they make the transition from student to professional educator. During the semester of student teaching the colloquium will (1) provide a forum to help students contend with problems or issues encountered in their daily teaching assignments, (2) initiate reflective thinking on their experiences in and out of the classroom, and (3) provide support and perspective. In addition, the course will provide students with the information, counseling, and resources needed for licensure and employment.

General Objectives

- 1) Provide support and guidance throughout student teaching.
- 2) Provide students with materials, procedures, and information related to professional employment.
- 3) Stimulate thought and discussion concerning various facets of the music teaching profession, including classroom management; interpersonal relations with students, administrators, and parents; legal issues; budgeting; and state and local educational policies.
- 4) Continue in the development of student's personal philosophy of music education based upon previous study and current application.
- 5) Foster attitudes designed to promote future personal and professional growth.
- 6) Review pedagogical techniques necessary for successful music teaching.

Requirements

- 1) Attendance: Class attendance is required for success in this course. Much of the course is based on class discussion and participation.
- 2) Completed resume and cover letter
- 3) In-class mock interview
- 4) Daily journal submitted via email no later than Sunday of each week (see attached sheet).
- 5) Lesson Plan File (each lesson taught) with observation forms and notes from videotaped observations.
- 6) Professional Resource File: instructional and non-instructional materials from class & student teaching; i.e., forms, handbooks, curriculum guides, worksheets, booster club by-laws, etc.
- 7) Portfolio Notebook (see handout)
- 8) For each observation you are required to have a videotape; a lesson plan with objectives, materials, procedure and assessment criteria; and a copy of the score and/or method book that is being used during the lesson. **Failure to have these materials for the lesson will result in an unsatisfactory grade for that observation.**
- 9) OCMEA membership

Required Texts

- Colwell, R.J. and Goolsby, T. (2002). *The Teaching of Instrumental Music* (2nd ed). Englewood Cliffs, NJ: Prentice-Hall.
- Walker, D.E. (1989). *Teaching Music*. New York: Schirmer Books
- Williams, R. & King, J. (eds.) (2001). *The complete reference guide for band directors*. San Diego, CA: Kjos
- Wong, H. and Wong, R. (1998). *The first days of school* (2nd ed.). Wong Publishing

Required Periodicals

- Music Educators Journal*
- Teaching Music*
- The Triad*
- * included with your OCMEA membership

Additional resources

- Cook, G. D. (1996). *Teaching percussion*. New York:Schirmer.
- Dietz, W. (Ed.). (1998). *Teaching woodwinds*. New York: Schirmer Books.
- Lindeman, C. (ed.). (1996). *Strategies for teaching strings and orchestra*. Reston, Virginia: MENC
- Band Literature for OMEA Compositions, 1924 to Present
OMEA Rules and Regulations. (13th ed).
OMEA Solo and Ensemble Contest Music. (10th ed).
Ohio Music Education Association Publications
order from: John Purdy
P.O. Box 1039
Troy, OH 45373
Purdy-J@troy.k12.oh.us

Periodicals

- The Instrumentalist Magazine **
- American String Teacher Journal
- **subscription rate \$11.00 for one year

Required Materials

- Computer with email capabilities
- Cassette tape recorder and tapes
- Copies of scores and/or materials used in class for observation purposes
- Class Resource Notebook
- Notebook for resource materials collected from your student teaching experience.
- Portfolio notebook and sleeves for papers
- Camera

Grading

Resume and Cover Letter	20%
Application Questions	5%
Lesson Plans & Resource File	20%
Portfolio Notebook	20%
Class Participation	10%
Journals	25%

Attendance

After one unexcused absence the student's grade will be lowered one increment for each additional absence (A to A-, A- to B+, etc.).

Student Ethics And Other Policy Information

For information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources: <http://www3.uakron.edu/gradsch/gradbull.html>, then select "General Information" (academic honesty); or www.uakron.edu/studdev/conduct.html (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult www.uakron.edu/access and the Office of Accessibility at (330) 972-7928.

Student Teaching Journal

This journal is a personal document in which you are to reflect upon the experiences of student teaching and on other incidents that relate to your future as a music educator.

Content

Write a daily entry about events that occurred over the course of the day, how you are feeling, questions you have, etc.

Format

Write your daily journal entries in any word-processing program. At the end of the week, cut and paste the week's writings into an email to laffert@uakron.edu and/or gfm@uakron.edu. Each journal should be received by Sunday evening at 9 PM. In the subject area of your email, number each journal to the corresponding week; e.g., Subject: Journal # 5 would be the title of your fifth week's journal. Be sure to save your journal entries on disk or on your own computer – technology can fail, always have a back-up! Do not send your journal as an attachment – cut and paste into the body of an email.

Length

How long should each week's journal be? The best advice I can give you is to be thorough. Some weeks you will have more to say than others due to special situations that arise in the school calendar. I will let you know if I think you need to put more thought into your entries.

Evaluation Matrix

- A – All journal entries received on time and each journal shows deep, reflective thinking. Much effort has been made to tie in knowledge from coursework to the “real” music classroom.
- B – 3 to 4 journal entries late and/or journals show some deep reflective thinking but not on a consistent basis. Some effort has been made to tie in knowledge from coursework to the “real” music classroom.
- C – 5 to 6 journal entries late and/or journals show evidence of some thought, but pretty surface level thinking and short.
- D – 7 or more journal entries late and/or journals only log events.
- F – Journal entries missing.