

Seminar in Music Education

Goals and Objectives

Seminar in Music Education is to be taken by all music education majors every semester it is offered starting with the sophomore year and continuing until the students' practicum semester.

Purpose: To provide students with

- A variety of placements in the field of music education
- Supervision in the field
- Guidance in the development of a professional portfolio
- Experience in job search and interview techniques
- Readings and discussions about general and current topics in public school music education
- Exposure to the Vermont MIDI Project as collegiate mentors.

The course is intended to serve the prospective music teacher as a pre-service forum for issues, experiences, problems, and questions that may arise during the students' field experiences.

Throughout the course, students will:

- Develop further understanding of music teaching as a profession in general and through the preparation of a Professional Portfolio and Résumé and participation in a mock job interview.
- Increase their awareness of the importance of professional development, including participation in professional organizations, workshops, and conferences. (Membership in MENC is encouraged).
- Become familiar with the "realities" of the contemporary educational system through ongoing discussions with other class members, faculty, teachers, and/or public school administrators.
- Reflect upon the teaching experience regularly by maintaining a teacher observation journal and communicating via email to the course instructor, supervisors, and colleagues.

Students will observe teachers for a minimum of 20 hours each semester. By the time students are ready to begin their practicum semester they will have observed a wide variety of classes including elementary general and instrumental music, middle school general, vocal and instrumental classes and high school music classes.

First semester students will:

- Observe music educators at work a minimum of two hours/week, for three-four weeks, in each of three different settings (elementary, middle and high school/general, vocal, instrumental), record structured observations and journal reflections and keep a log of all visits.

- Develop a professional portfolio that is congruent with the expectations outlined by the State Department of Education's *Standards for Vermont Educators and Johnson State College*.
- Address specific topics and questions related to education, personal growth and professional growth.
- Prepare the résumé.
- Participate in a mock job interview (as interviewer)
- Act as collegiate mentors for the VTMIDI Project.

Second semester students will:

- Observe music educators at work a minimum of two hours/week, for three-four weeks, in each of three different settings (elementary, middle and high school), record structured observations and journal reflections and keep a log of all visits.
- Continue to develop a professional portfolio that is congruent with the expectations outlined by the State Department of Education's *Standards for Vermont Educators and Johnson State College*.
- Develop a repertoire list for both major instrument and ensemble participation for inclusion in the student's portfolio and continue to update the portfolio.
- Edit their résumés
- Prepare and participate in a mock job interview (as both interviewer and interviewee).
- Act as collegiate mentors for the VTMIDI Project.

Third semester students will:

- Observe music educators for a minimum of 20 hours during the course of the semester. These observations will be chosen by the student in consultation with the instructor to compliment the previous observations and keep a log of all visits.
- Continue to address specific topics and questions related to education, personal growth and professional growth.
- Finalize and polish the portfolio.
- Finalize the résumé.
- Prepare and participate in a mock job interview (as both interviewer and interviewee).
- Act as collegiate mentors for the VTMIDI Project.

Readings and Materials

- Erwin, Edwards, Kerchner, Knight. *Prelude to Music Education*, 2002 Prentice Hall. (Required text)
- MENC. (Serial). *Music Educators Journal*. (Included with CMENC membership).
- 3-ring binder for Portfolio
- Danielson, C. *Enhancing Professional Practice: A Framework for Teaching*.
- Vermont's Framework of Standards and Learning Opportunities - supplied
- Five Standards for Vermont Teachers - supplied
- National Standards for Arts Education - supplied

Course Activities

Class time will consist of lectures, discussions, observations reports, individual projects, weekly reading responses, tests and reports.

Assignments

- Read and respond to weekly readings
- Write a well articulated personal philosophy of music education with belief statements
- Assemble a professional portfolio
- Develop a list of characteristics of quality teaching
- Understand and internalize the Nine National Standards of Music Education and associated benchmarks
- Write and recite a 2-3 minute speech on “My Most Influential Teacher”
- Observe a minimum of 20 hours in each of the 4 age levels of school grades (K-2; 3-5; 6-8; 9-12) in a variety of classes (general, choral, instrumental, etc.)
- Write observation reports and reflections
- Write a self-assessment and professional goals paper
- Write and design your résumé
- Mentor in theVTMIDI project
- Prepare for and participate in mock interviews

Field work

Students are expected to perform a minimum of 20 hours of observations in area elementary, middle and high schools and complete reflections and focused responses about them.

Grading

Students will be graded on successful completion of all assignments, attendance, participation and tests. All graded components are expected to be completed. If any assignment is not completed with a passing grade the student will receive an F for the course. A grade of B- is required to continue toward music education licensure.