This is a sample syllabus.
Dr. Hancock will send you a syllabus before the start of the semester.

MUE 497/597-003

INTERNSHIP IN MUSIC EDUCATION: SECONDARY

COLLEGE SUPERVISORS

Dr. Kenneth Ozzello
Office: 211a Moody Music Building
Office Hours: by appointment
Office Phone: 205-348-6068
E-Mail: kozzello@music.ua.edu

Dr. Carl Hancock
Office: 256 Moody Music Building
Office Hours: by appointment
Office Phone: 205-348-6335
Home Phone: 205-657-2624
E-Mail: chancock@bama.ua.edu

Professor Randall Coleman
Office: 212 Moody Music Building
Office Hours: by appointment
Office Phone: 205-348-0314
E-Mail: rocoleman@music.ua.edu

CONCEPTUAL FRAMEWORK

The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

COURSE DESCRIPTION:
Prerequisites: Senior standing, admission to the Teacher Education Program, completed all teaching methods course in major, a minimum GPA of 2.75 for all work attempted, and a minimum GPA of 2.75 in the major, completed senior hearing recital, passed piano proficiency, and membership in CMENC.

Full time, supervised teaching experience in the area of secondary instrumental, from grades 6 through grade 12.

OBJECTIVES:
All interns will:
1. Prepare for successful entry into the music education profession by providing a full-time clinical experience that will allow the opportunity to synthesize and apply the information and skills gained in the undergraduate program. [Prof. Rule 290-3-3-.04(2)(a)1(ii), Assignments 1&2]

2. Stimulate thinking concerning music education and relating this to life and the music professions as evidenced by modeling and verbalizations demonstrating the ability to logically analyze, criticize, and/or choose alternatives consistent with some value orientation.

3. Presentation of Interstate New Teacher Assessment and Support Consortium (INTASC) principles and National Board for Professional Teaching Standards (NBPTS) in seminar (see p. 9).

4. Demonstrate the ability to utilize score reading, stylistic analysis, rehearsal management, performance practice, and conducting techniques while conducting music ensembles and communicating optimal expectations for each student. [Prof. Rule 290-3-3-.04(2)(e)2(x), Assignment 11, Assessment 1]
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5. Demonstrate the ability to interpret the principles of learning of students with diverse needs as they relate to music and implement a variety of teaching strategies and organize, allocate and manage the resources of time space and activities. This will include varying teaching roles such as instructor, facilitator, coach, listener, mentor and reflective team member. [Prof. Rule 290-3-3-.04(2)(e)2(viii), Assessment 2] [Prof. Rules 290-3-3-.04(2)(d)2(xiv) & 290-3-3-.04(2)(j)2(ii), Assessment 3]

6. Demonstrate the ability to utilize a variety of instructional methods, materials, and media appropriate for diverse learners (including students with disabilities) such as the Alabama Course of Study: Music Education, and make transfers to other teaching fields. [Prof. Rules 290-3-3-.04(2)(a)1(iii) & 290-3-3-.04(2)(g)2(ii), Assignment 8, Assessment 4] [Prof. Rule 290-3-3-.04(2)(d)2(i), Assessment 5]

7. Demonstrate the ability to devise developmentally appropriate learning experiences, including interdisciplinary instruction, to meet assessed needs and coordinate the efforts of various sized groups of students with diverse backgrounds and abilities so as to accomplish desired musical objectives, while making efficient use of time and resources. These will include adjusting long- and short-range plans. [Music Rule 290-3-3.32(1)(b)7, Assessment 6]

8. Demonstrate the ability to adjust instruction and modify individual tasks in response to information gathered from ongoing monitoring of performance and progress of students with diverse needs including students with disabilities. [Prof. Rules 290-3-3-.04(2)(d)2(v) & 290-3-3-.04(2)(d)2(iii), Assessment 7]

9. Demonstrate the ability to design activities that encourage students with diverse needs to make positive contributions by incorporating students' interests, preferences, perceptions, and experiences, and use motivational strategies to promote students' critical and creative thinking skills, self-esteem, and learning from a variety of perspectives. [Prof. Rule 290-3-3-.04(2)(e)2(ii), Assessment 8]

10. Demonstrate the ability to encourage students to assume increasing responsibilities for assessing, understanding and promoting their own and each other's learning and behavior. [Prof. Rule 290-3-3-.04(2)(h)2(iii), Assessment 9]

11. Demonstrate the ability to develop meaningful learning experiences based on developmental levels, prior experience, data from formal and informal assessment techniques and standardized tests. [Prof. Rules 290-3-3-.04(2)(g)2(ii), 290-3-3-.04(2)(h)2(i) & 290-3-3-.04(2)(h)2(vii), Assessment 10]

12. Demonstrate the abilities to interact in a professional and ethical manner with students, parents, and colleagues, and to seek out best practices. This includes professional qualities essential to effective teaching, such as punctuality, communication skills, and acceptance of responsibility.

13. Collaborate with paraeducators and other paraprofessionals to structure instruction for students with disabilities (including IEPs and Section 504 goals), incorporate accommodations into all assessments and share instructional responsibility for students with diverse needs [Prof. Rules 290-3-3-.04(2)(j)2(ii), 290-3-3-.04(2)(g)2(iii) & 290-3-3-.04(2)(h)2(ii), Assessment 11]

14. Demonstrate the ability to listen, communicate and respond effectively verbally (both oral and written) and nonverbally, including assistive technologies. [Prof. Rules 290-3-3-.04(2)(f)2(ii) & 290-3-3-.04(2)(f)2(i), Assessment 12]

15. Demonstrate knowledge of school system structures and local policies and procedures, including responses to emergency situations, juvenile law and nonviolent conflict resolution. [Prof. Rule 290-3-3-.04(2)(e)1(vii), Assignment 7]

16. Demonstrate ability to teach and monitor instrumental or choral, and classroom music (including rhythm & melodic instruments) to individual students, small groups, and large groups. [Prof. Rule 290-3-3-.04(2)(e)2(xi) & Music Rule 290-3-3.32(1)(b)8, Assessment 6]

17. Evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction in teaching.

18. Facilitate individual and collaborative opportunities for students to use technology across content areas and evaluate students’ proficient, legal and ethical use of technology-based products (e.g., electronic tuners, relevant web sites, audio recorders, CAI music software). [Prof. Rule 290-3-3-.04(2)(d)2(xi), Assessment 3]
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19. Use technology to assess student progress (to be used in a confidential and professional manner), manage student records and enhance professional growth (e.g. Scribe for self-observation and analysis of instruction, web-based information, on-line communication with peers, professionals and instructional materials sources). [Prof. Rule 290-3-3-.04(2)(j)(iv), Assessment 14] [Prof. Rule 290-3-3-.04(2)(h)(iv), Assessment 15, Assignment 12]

20. Assist students with transitioning smoothly from early intervention to preschool; from grade to grade; school to school; and school to work or post secondary education as appropriate for candidate’s teaching field and certification grade levels. [Prof. Rule 290-3-3-.04(2)(g)(i), Assessment 16]

REQUIREMENTS:

CMEMC membership

Electronic or physical access to the following Journals:

Music Educators Journal
Teaching Music
Instrumentalist
Journal of Research in Music Education
Update: The Applications of Research in Music Education
Journal of Band Research

SPECIFIC OBJECTIVES:

1. Keep a daily journal electronically
2. Plan developmentally appropriate units and lessons or rehearsals which make efficient use of time and resources and teach a minimum of ten full days in secondary placement, coordinating the efforts of a large group of students with diverse backgrounds and abilities so as to accomplish desired musical objectives based on assessed needs. Must accomplish ten full days of uninterrupted teaching in at least one of the placements.
3. Complete competency-based lesson plans for every group instruction opportunity.
4. Complete two sequential patterns self-assessments
5. Complete all required forms.
6. Interact in a professional manner with students, parents, colleagues, mentoring teachers, and college supervisors (see professionalism section later in syllabus).
7. Attend AMEA convention.
8. Attend other appropriate meetings, workshops, conventions, and/or festivals.
9. Participate in group-discussions.
10. Complete article reviews making transfers between readings and placements (see assign. 11).
11. Demonstrate appropriate and accurate self-assessment (see assigns. 8 & 12).

ASSIGNMENTS:

1. Go over form CE #156 (in Mentoring Teacher's packet) at the start of each placement.
2. Attend AMEA convention.
3. Attend other appropriate meetings, workshops, conventions, and/or festivals including those sponsored by the Office of Clinical Experiences.
4. Verbalize in intern meetings demonstrating the ability to logically analyze, criticize, and/or choose alternatives consistent with some consistent value orientation.
5. Keep daily Music Internship Journal (form CE #161) on the web. After you type in your Username and Password, you will have a screen with your name and the date. BE SURE TO SELECT YOUR COLLEGE SUPERVISOR. After you’ve rated the day, list ONE best aspect, ONE worst aspect and ONE thing you’ve learned, submit it. Complete three article transfers per placement (six total).
7. Teach lessons using the lesson plan models provided in your classes, including assessments of student performances and uses of technologies.
8. Complete two sequential patterns self-assessments in secondary placement using 20-minute videotape-recorded examples of your own teaching: including timeline of text analysis using Scribe, data summary, evaluation of teaching based on data and use of technology, and prescriptive recommendation for improvement. The first self-assessment must be completed prior to the second taping. This may require a trip to the University of Alabama campus to use the Scribe program.
9. Have all assignments and materials available for review for each College Supervisor visit.
10. Complete a portfolio. Read the following website for direction.
11. Complete three article reviews pertinent to teaching instrumental music making transfers between readings and your student teaching.
12. Complete intern performance analysis (one for each placement) (see rubric for assessment).

FINAL DOCUMENTATION

Secondary Internship Portfolio (This will be kept on file in Music Education for five years.):

1. A CD OR DVD containing MS Word or PDF Files for your: (These items may be printed out and bound in a folder if needed)
   - Résumé
   - Personal philosophies of Music Education and Evaluation
   - Six sample lesson plans from your secondary placement
   - Two sequential pattern self-assessments saved as pdf files.

2. One DVD recording containing two 20-minute excerpts from placement. (A VHS Tape may be used if needed)

College of Education Paperwork at the end of Secondary placement

BE SURE MENTORING TEACHERS SEND ALL FORMS TO THE APPROPRIATE COLLEGE MUSIC EDUCATION SUPERVISOR. This paperwork will be forwarded to the Clinical Experiences Office.

ALL FORMS that are designated “CE #____” in the upper right-hand corner should be collected, collated, and clipped together. Put them in order by form number and then by date.

IMPORTANT TO KEEP IN MIND
Internship is the culminating experience of the music education curriculum. Although your previous coursework has prepared you well to begin this experience, and you have the requisite knowledge and skill to be successful,
you will probably learn more about teaching, people, and public schools in general during these 15 weeks than you have learned in all previous semesters combined; therefore, you should be prepared to wear two hats interchangeably throughout this experience. First, you should think, act, and believe that you are a teacher. The students you will teach will expect this from you. At the same time, be prepared to continue to be a student as well. Principals, staff, mentoring teachers, and supervisors will have a lot of information and wisdom to share, so be positively receptive of their comments and guidance. The necessity of wearing these two hats interchangeably is why internship is often referred to as “student teaching.”

GRADING
You will earn one grades for MUE 497-002: One for your secondary placement. Another grade will be issued for your elementary placement. You must earn a minimum of "C" in each placement to be certified to teach and to graduate from The University of Alabama with a degree in music education. Grading evaluation of interns in Music Education will consist of assessments by Mentoring Teachers and University Supervisors, and will include professionalism exhibited by the intern. The weighting of grades is as follows:

- 40% Academic Performance (determined by Mentoring Teachers averaging scores on certain CE forms)
- 40% Academic Performance (determined by University Supervisors averaging scores on certain CE forms)
- 20% Social Performance (determined by University Supervisors. See below for Professionalism grading criteria)

Although Mentoring Teachers and University Supervisors both contribute to the grading process, the University Supervisors will determine the final grade. University Supervisors determine the professionalism grade.

Grading Criteria and Procedures for Professionalism (Social Performance)
Interns may earn between zero and full credit for their performance on professionalism. In other words, poor performance on any single criterion or any aspect of any criterion below may result in earning as few as zero credits for the professionalism grade. Professionalism in the working world is best learned when it is first practiced during the intern experience. Displaying and exercising professional conduct are good behaviors to learn now (in college) in preparation to becoming a teaching professional. “We ought to act our way into new ways of thinking” now so that we may respond and relate to people and situations naturally in the future.

Interns must:

- be timely with all assignments.
- be conscientious about attendance.
- be conscientious about appearance.
- follow procedural details in this syllabus and any subsequent attachments.
- be positively responsive and receptive to supervision and mentorship.
- continuously work toward accurate self-assessment using criteria presented in methods courses and internship.
- exert professional conduct (i.e., how a professional should conduct herself/ himself with students, parents, employees and visitors of the school placement and of the University, including peers, mentoring teachers, CMTs, and University supervisors.) You are expected to act professionally whenever you interact or communicate with any of these people. Such communication includes, but is not limited to, iconic, gestural, verbal, and/or physical contact in person, handwritten or typewritten material, or by e-mail, e-journal, telephone, text message, and/or computer, and which may take place on or off school placement and/or University property and/or before, during, or after school hours.

Since professionalism is so important, and since each of the criteria above can contribute equally to its
perception, the subjective procedure of assessing this portion of the course is necessary and unavoidable; hence, a rubric will not be used. The University Supervisor will use observation, including second hand observation, as the method of assessment.

Scale:  
\[
\begin{align*}
&A+ = 100 - 97 \text{ pts.} & B+ = 89 - 87 \text{ pts.} & C+ = 79 - 77 \text{ pts.} & D+ = 69 - 67 \text{ pts.} & F = 59 \text{- below} \\
&A = 96 - 93 \text{ pts.} & B = 86 - 83 \text{ pts.} & C = 76 - 73 \text{ pts.} & D = 66 - 63 \text{ pts.} \\
&\text{A-} = 92 - 90 \text{ pts.} & \text{B-} = 82 - 80 \text{ pts.} & \text{C-} = 72 - 70 \text{ pts.} & \text{D-} = 62 - 60 \text{ pts.}
\end{align*}
\]

* Interns who earn an overall grade of D will not be recommended for certification.

**ABSENCE PROCEDURES**
In the event you must miss a school day, you must notify your Mentoring Teacher and College Supervisor ASAP. You should never miss an internship day or professional activities unless you have an extreme personal emergency, are seriously ill, or contagious. If you miss more than two days of internship, you must make them up after completing the second placement.

**MENTORING TEACHER ABSENCE PROCEDURES**
There must be an employee of the school system designated as being responsible for any class you teach at any time. If your mentoring teacher is out of the building and you are teaching, either a substitute teacher or other personnel from the school must be assigned to be responsible for the students with whom you are working. Under no circumstances can an intern assume sole responsibility for students. If this situation occurs, you must contact your university supervisor AND Dr. Hancock immediately.

**ACCOMMODATIONS**
The instructor and students in this course will act with integrity and strive to engage in equitable verbal and nonverbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

If you are registered with the Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. To request disability accommodations, please contact the Office of Disability Services, at 348-4285 or visit 220 Research Drive (two blocks East of Ferguson Center, between Shelby Hall and Bryce Hospital) to register for services.

**POLICY ON ACADEMIC MISCONDUCT**
All acts of dishonesty in any work constitute academic misconduct. The Academic Misconduct Policy will be followed in the event of academic misconduct. [This statement is required by the College of Education and does not reflect any mistrust on our part.]

**CONCEPTUAL FRAMEWORK STATEMENT**
The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.
<table>
<thead>
<tr>
<th>Week</th>
<th>Event</th>
</tr>
</thead>
</table>
| Pre Week | School Placement Orientation  
  Complete daily Music Internship Journal (form CE #161) |
| Week 1 | Complete daily Music Internship Journal (form CE #161)  
  Hourly Internship Report (CE #123)  
  Meet with Secondary College Supervisors (TBA, will occur during AMEA)  
  Apply for Degree (104 Carmichael) |
| Week 2 | Hourly Internship Report (CE #123)  
  Complete daily Music Internship Journal (form CE #161)  
  Submit Teacher Intern Expectations (CE #156)  
  Schedule visit for first lesson/rehearsal assessment next week  
  Degree Application for May Graduation Due in 104 Carmichael (F) |
| Week 3 | Hourly Internship Report (CE #123)  
  Complete daily Music Internship Journal (form CE #161)  
  Meet with College Supervisor, 1st Assessment  
  Submit CE # 201 Permission to Disclose |
| Week 4 | Hourly Internship Report (CE #123)  
  Complete daily Music Internship Journal (form CE #161)  
  Video tape a lesson for sequential patterns self-assessment 1  
  Submit Article Review 1 for Secondary |
| Week 5 | Hourly Internship Report (CE #123)  
  Complete daily Music Internship Journal (form CE #161)  
  Submit Sequential Patterns Self-assessment 1  
  Schedule visit for second lesson/rehearsal assessment next week |
| Week 6 | Hourly Internship Report (CE #123)  
  Complete daily Music Internship Journal (form CE #161)  
  Meet with College Supervisor, 2nd Assessment  
  Submit Article Review 2 for Secondary |
| Week 7 | Hourly Internship Report (CE #123)  
  Complete daily Music Internship Journal (form CE #161)  
  Video tape a lesson for sequential patterns self-assessment 2 |
| Week 8 | Hourly Internship Report (CE #123)  
  Complete daily Music Internship Journal (form CE #161)  
  Submit Sequential Patterns Self-assessment 2  
  Submit Article Review 3 for Secondary  
  Schedule visit for third lesson/rehearsal assessment next week |
| Week 9 | Hourly Internship Report (CE #123)  
  Complete daily Music Internship Journal (form CE #161)  
  Meet with College Supervisor, 3rd Assessment  
  FIRST PLACEMENT COLLEGE OF EDUCATION PAPERWORK DUE  
  All CE forms given to university supervisor except CE #141 & 141A.  
  Give 141 & 141A to O.C.E. directly.  
  Submit Performance Analysis for 1st placement  
  Submit Secondary INTERNSHIP PORTFOLIO  
  Meet with Elementary Placement College Supervisor or CMT & submit CE # 201 Permission to Disclose |
MUE 497/597 – 003 CALENDAR

SPRING
SECONARY PLACEMENT 1

Pre-Week
School Placement Orientation
Meet with Supervising Teacher and Begin Planning and Helping Out at School Site, Spend the Entire School Day, etc. with Supervising Teacher.
Complete daily *Music Internship Journal* (form CE #161)
Hourly Internship Report (CE #123)
Apply for Degree (104 Carmichael)

Week 1
Hourly Internship Report (CE #123)
Complete daily *Music Internship Journal* (form CE #161)
Submit Teacher Intern Expectations (CE #156)
Schedule visit for first lesson/rehearsal assessment next week
Degree Application for May Graduation Due in 104 Carmichael (F)

Week 2
Hourly Internship Report (CE #123)
Complete daily *Music Internship Journal* (form CE #161)
Meet with College Supervisor, 1st Assessment
Submit CE # 201 Permission to Disclose

Week 3
AMEA THIS WEEK! Hourly Internship Report (CE #123)
Complete daily *Music Internship Journal* (form CE #161)
Video tape a lesson for sequential patterns self-assessment 1
Submit Article Review 1 for Secondary

Week 4
Hourly Internship Report (CE #123)
Complete daily *Music Internship Journal* (form CE #161)
Submit Sequential Patterns Self-assessment 1
Schedule visit for second lesson/rehearsal assessment next week

Week 5
Hourly Internship Report (CE #123)
Complete daily *Music Internship Journal* (form CE #161)
Meet with College Supervisor, 2nd Assessment
Submit Article Review 2 for Secondary

Week 6
Hourly Internship Report (CE #123)
Complete daily *Music Internship Journal* (form CE #161)
Video tape a lesson for sequential patterns self-assessment 2

Week 7
Hourly Internship Report (CE #123)
Complete daily *Music Internship Journal* (form CE #161)
Submit Sequential Patterns Self-assessment 2
Submit Article Review 3 for Secondary
Schedule visit for third lesson/rehearsal assessment next week

Week 8
Hourly Internship Report (CE #123)
Complete daily *Music Internship Journal* (form CE #161)
Meet with College Supervisor, 3rd Assessment
FIRST PLACEMENT COLLEGE OF EDUCATION PAPERWORK DUE
All CE forms given to university supervisor except CE #141 & 141A.
Give 141 & 141A to O.C.E. directly.
Submit Performance Analysis for 1st placement
Submit Secondary INTERNSHIP PORTFOLIO

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Dr. Hancock will send you a syllabus before the start of the semester.
MUE 497/597 – 003 CALENDAR

SECONDARY PLACEMENT 2

Week 8
Meet with secondary teacher this week and plan out what you are going to do next week!

Week 9
Begin new Hourly Internship Report (CE #123)
Complete daily Music Internship Journal (form CE #161) now submit to secondary supervisor
Submit Teacher Intern Expectations (CE #156)
Two copies of resume due in Clinical Experiences Office (W)
Schedule visit for first lesson/rehearsal assessment during week 12 or 11 depending on supervisor

Week 10
Spring Break for UA; your spring break happens when your school has spring break. Note: If your placement site has a trip or other activities planned, you are expected to participate!

Week 11
Meet with College Supervisor, 1st Assessment
Hourly Internship Report (CE #123)
Complete daily Music Internship Journal (form CE #161)
Submit Article Review 1 for Secondary

Week 12
Meet with College Supervisor, 1st Assessment
Hourly Internship Report (CE #123)
Complete daily Music Internship Journal (form CE #161)
Submit Article Review 2 for Secondary

Week 13
Hourly Internship Report (CE #123)
Complete daily Music Internship Journal (form CE #161)
Video tape a lesson for sequential patterns self-assessment 1
Schedule visit for second lesson/rehearsal assessment next week
Submit Article Review 2 for Secondary

Week 14
Hourly Internship Report (CE #123)
Complete daily Music Internship Journal (form CE #161)
Submit Sequential Patterns Self-assessment 1
Meet with College Supervisor, 2nd Assessment

Week 15
Spring Break

Week 15
Hourly Internship Report (CE #123)
Complete daily Music Internship Journal (form CE #161)
Submit Article Review 3 for Secondary
Video tape a lesson for sequential patterns self-assessment 2

Week 16
Hourly Internship Report (CE #123)
Complete daily Music Internship Journal (form CE #161)
Schedule visit for third lesson/rehearsal assessment next week
Submit Sequential Patterns Self-assessment 2

Week 17
Hourly Internship Report (CE #123)
Complete daily Music Internship Journal (form CE #161)
Meet with College Supervisor, 3rd Assessment

SECOND PLACEMENT COLLEGE OF EDUCATION PAPERWORK DUE
All CE forms given to university supervisor except CE #141 & 141A.
Give 141 & 141A to O.C.E. directly.
Submit Performance Analysis for 2nd placement
Submit Secondary INTERNSHIP PORTFOLIO

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RELEVANT NCATE STANDARDS REFLECTED IN THIS SYLLABUS

ID2 Complete a well-planned course sequence that develops understanding and use of:
• Planning/management of instruction based on knowledge of the content area, community, and curriculum goals.
• Collaboration with school colleagues, parents, and community agencies for supporting students’ learning and well being.
• Effective interactions with parents for supporting students’ learning/well-being.
• Opportunity to reflect on their teaching and its effects.

IE1. Integrate content with professional and pedagogical knowledge and skills to create learning experiences that make central concepts, inquiry tools, and structures of the content area meaningful for all students. Candidates’ teaching builds on students’ prior experiences, exceptionalities, and cultural backgrounds based on memberships in ethnic, racial, gender, language, socioeconomic, and family groups, to help all students achieve.

RELEVANT INTASC PRINCIPLES REFLECTED IN THIS SYLLABUS
1. Understands discipline and can create meaningful learning.
2. Understands how children learn and develop and can provide learning opportunities supporting intellectual/social/personal development.
3. Understands how students differ in their learning approaches and creates instructional opportunities adapted to diverse learners.
4. Understands and uses many instructional techniques to encourage critical thinking/problem-solving/performance.
5. Uses an understanding of individual/group motivation to increase interaction/active learning/self-motivation.
6. Uses knowledge of effective verbal/nonverbal/media communication to foster active inquiry/collaboration/interaction.
7. Plans instruction based on knowledge of subject matter/students/community/curriculum goals.
8. Understands and uses formal and informal assessment strategies.
9. Is a reflective practitioner and actively seeks professional growth.
10. Fosters relationships with colleagues/parents/community agencies.

RELEVANT NBPTS PROPOSITIONS REFLECTED IN THIS SYLLABUS
1. Committed to students and their learning.
2. Know the subjects they teach and how to teach them.
3. Are responsible for managing and monitoring student learning.
4. Think systematically about their practice and learn from experience.
5. Are members of learning communities.

NOTE: State competencies are indicated in the main body of the syllabus.
MUE 497 -003 ASSESSMENTS FOR SECONDARY PLACEMENT

1. Demonstrates the ability to conduct ensembles. YES NO
2. Organizes, Allocates and manages time, space and activities. YES NO
3. Uses a variety of teaching strategies, roles, and technologies. YES NO
4. Establishes curriculum goals/objectives using variety of materials. YES NO
5. Implements appropriate teaching activities for students with disabilities YES NO
6. Uses a variety of instruments and student groupings. YES NO
7. Uses multiple sources to evaluate students (individuals & groups) and revise practice. YES NO
8. Uses interests and preferences of students to design activities YES NO
9. Encourages students to assume responsibility. YES NO
10. Uses data from assessments to guide instruction YES NO
11. Collaborates effectively to plan activities and assess students. YES NO
12. Communicates and listens effectively using necessary assistive technology. YES NO
13. Facilitates and assesses students’ use of technologies YES NO
14. Conducts all activities in an ethical and professional manner. YES NO
15. Uses technology to assess students’ progress and manage records. YES NO
16. Assists students with transitions during, between and out of schools. YES NO

Student ___________________________     SS# ____________

Evaluator ___________________________     Date ____________
# Checklist for Exit Examination in Music Education

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Student # __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental</td>
<td>Date _____________________________</td>
</tr>
<tr>
<td>Vocal/Choral</td>
<td>Supervisor __________________________</td>
</tr>
</tbody>
</table>

**Evaluation Scale** (Minimum passing score = 2.0): 3 = Superior 2 = Acceptable 1 = Unacceptable

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## I. While teaching music in the classroom (N-12), the student will:

1. Demonstrate knowledge of the language and grammar of music as used in teaching music.
2. Demonstrate knowledge of the elements and technologies of music (rhythm, melody, harmony, timbre, texture, tempo, dynamics, and form) and their interaction as used in the general music classroom and in the performance class.

## II. **The student will demonstrate in the performance class the ability to:**

1. Design and use planned sequences of instruction for the development of instrumental or vocal technique and music reading.
2. Match instructional activities and materials to individual and group needs.
3. Conduct rehearsals and performances which demonstrate an understanding of style differences among various types of music.
4. Identify, diagnose, and provide remedial action for technical and musical problems in individual and/or group instrumental or vocal/choral instruction.
5. Establish and maintain an orderly and supportive environment conducive to musical learning.
6. Reinforce desired pupil behavior and respond appropriately to disruptive pupil behavior.

## III. **The student will demonstrate in the general music classroom, K-6, the ability to:**

1. Design and use planned sequences of instruction for the development of musical skills and concepts.
2. Use a variety of instructional techniques, strategies, and materials (including technologies) that are appropriate to the lesson or activity.
3. Monitor student understanding and adjust the lesson and activity assignment accordingly.
4. Design and/or select a variety of effective evaluative techniques to measure student learning.
5. Establish and maintain an orderly and supportive environment conducive to musical learning.
6. Reinforce desired pupil behavior and respond appropriately to disruptive pupil behavior.

## IV. **In addition to his/her performance as a teacher in the classroom setting, the student will demonstrate the ability to:**

1. Articulate a sound philosophy of music education both in writing and in speaking.
2. Evaluate his/her own performance as a teacher in the music classroom, using technology where appropriate.
3. Evaluate the performance of his/her peers as teachers in the music classroom.
**Article Review Guidelines**

**Assignment:** Provide succinct, cogent, typed reviews of articles dealing with secondary instrumental music education.

- The articles must come from the Journal list in syllabus.

**For each article…**

- Briefly discuss:
  a) Why you chose this particular article
  b) The article’s source and author
  c) The main points of the article
  d) How the article relates to topics and/or situations experienced thus far

- Pay attention to writing quality

- Your typed citation should follow APA format (see below)

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