

UMBC UGC New Course Request: MUSC 435 Applications of K-12 Music Methods

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Proposed Effective Date:

Fall 2021

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COURSE INFORMATION:

Course Number(s)	MUSC 435
Formal Title	Applications of K-12 Music Methods
Transcript Title (≤30c)	Application K-12 Music Methods
Recommended Course Preparation	N/A
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	MUSC 385 MUSC 432 MUSC 431 or MUSC 433 and 434
# of Credits Must adhere to the UMBC Credit Hour Policy	3 credits
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 credits <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course prepares students for a teaching career by helping them expand, synthesize, and apply their knowledge and skills within a K-12 school music program internship. This course will enable student teaching interns to: successfully plan, facilitate/instruct, and assess learning; improve their ability to reflect on and evaluate each aspect of the teaching process; articulate their teaching philosophy; and, complete a contextual analysis of a school and community.

RATIONALE FOR NEW COURSE:

a) Why is there a need for this course at this time?

In MUSC 435, students will synthesize and apply K-12 methods learned in previous music courses to their K-12 internship experience. MUSC 435 will replace MUSC 360—Seminar in K-12 Choral Methods and MUSC 360—Seminar in K-12 Instrumental Methods, 3 credit courses required for UMBC's music education degrees. In MUSC 361, students learned beginning and secondary methods and had to synthesize and apply their learning in Phase 1 (20 days) of the teaching internship required for teacher certification in Maryland. This is too much material to cover in a single course, and students need to learn methods before they can synthesize and apply them successfully. MUSC 433—Beginning Instrumental Methods and MUSC 434—Secondary Instrumental Methods will be required for instrumental music education students in the year preceding Phase 1. For Choral Music education students, MUSC 431—Planning and Instruction in the Choral classroom will be required in the year preceding Phase 1. All music education students will take MUSC 432—Music Program Design & Management in their junior year. This will ensure students are ready to synthesize and apply K-12 methods in their final Fall semester.

b) How often is the course likely to be taught?

This course will be offered every year.

c) How does this course fit into your department's curriculum?

This will be the final course students take in the music education curriculum before beginning their Phase 2 internship. Students will synthesize and apply K-12 methods learned in previous music courses directly to their K-12 internship experience in cooperation with their off-campus mentor.

d) What primary student population will the course serve?

The course will serve undergraduate students majoring in instrumental or choral music education.

e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?

This course will be at the 400 level, which reflects the rigor and level of work required in the course. It is part of a sequence of 400-level courses that prepare students for EDUC 456, a full-time, 400-level teaching internship.

f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).

MUSC 385: Intermediate Conducting, which is only offered in the Spring, is typically taken the semester before students begin Phase 1. Leading an ensemble and score study skills are required foundational skills needed before taking Applications of K-12 Music Methods. There are a series of 400-level classes that cover skills and content that will be applied within this course. MUSC 432 is required for both music education majors and should be completed before taking MUSC 435. MUSC 431 should be completed by Choral Music Education students, and MUSC 433 and MUSC 434 should be completed by Instrumental Music Education students.

g) Explain the reasoning behind the P/F or regular grading method.

Since this course will be required for our music education majors, students have to achieve a "C" or above to fulfill their degree requirements. Therefore, the regular grading method is needed.

h) Provide a justification for the repeatability of the course.

This course is not repeatable for credit as the material will remain the same from year to year.

ATTACH COURSE SYLLABUS (mandatory):

Applications of K-12 Music Methods

MUSC 435

Course description and objectives

This course prepares students for a teaching career by helping them expand and apply their knowledge and skills within a K-12 school music program internship. This course will enable student teaching interns to:

- successfully plan, facilitate/instruct, and assess learning
- improve their ability to reflect on and evaluate each aspect of the teaching process
- synthesize and apply K-12 methods learned in previous music courses to their K-12 internship experience
- articulate their teaching philosophy
- complete a contextual analysis of a school and community

Blackboard

Syllabus, assignments, and announcements will all be available on blackboard.

Grading system

More details about grading parameters will be shared with each assignment. Assignments must be on your class website portfolio to receive a grade and credit for completion.

- In Class Participation- 15% (includes class presentations, discussions, and attendance; 1 point per class)
- Reading & Writing Assignments - 15% (articles, reflections, content expertise statement)
- Focus Lesson 1 & 2- 20% (each 10%)
- Contextual Analysis- 10%
- Focus Lesson 3 w/ edTPA Project - 20%
- Teaching and Learning Philosophy - 20%

All assignments must be completed in order to pass the course.

Textbook/Articles/Materials

- *Teacher Evaluation in Music: A Guide for Music Teachers in the U.S* (Bernard & Abramo, 2019); Available [HERE](#)
- edTPA Performing Arts handbook (provided in class)
- Selected articles, music, and handouts, videos, as assigned.

Written Assignments

- reflections
- contextual analysis ([description](#))
- focus lessons—3 total ([description/ rubrics](#))
- teaching and learning philosophy ([rubric](#))
- content expertise statement ([description](#))

Mini edTPA Project Description

This is a mini version of the EdTPA project that will be required in Phase 2. The edTPA K–12 Performing Arts assessment is composed of three tasks:

1. Planning for Instruction and Assessment

2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

For this mini version of the assessment, you will plan and teach one lesson and plan a follow-up lesson. Consistent with the National Core Arts Standards (dance, music, and theatre), a learning segment prepared for this assessment must reflect a balanced approach to performing arts. This means your segment should include learning tasks that support students to create, perform, and/or respond to music/dance/theater. This should include opportunities to apply

- knowledge/skills (e.g., tools/instruments, technical proficiencies, processes, elements, organizational principles)
- contextual understandings (e.g., social, cultural, historical, and personal reflection)
- artistic expression (e.g., interpretation, creativity, exploration/improvisation, individual choices)

You will then teach the learning segment, making a video recording of your interactions with students during instruction. You will also assess, informally and formally, students' learning throughout the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., lesson plans, clips from your video recording, assessment materials, instructional materials, student work samples), as well as commentaries that you have written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

Schedule & Assignments

DATE	DUE	IN CLASS
Week 1		<ul style="list-style-type: none"> - Class Overview - Assignments (emphasize contextual analysis and content expertise) <p>Review Growth mindset and discuss https://www.youtube.com/watch?v=M1CHPnZfEmU</p>
Week 2	<p>Content Expertise Assignment DUE Details HERE</p> <p>Start working on Contextual Analysis (DUE Week 12)- will help you get to know your school. Details HERE</p> <p>READ: Classroom Management Article 1 (Link HERE)</p> <ul style="list-style-type: none"> - Assigned students present 5 minute summary 	<ul style="list-style-type: none"> - Learning Environment and Student Engagement (connect to Focus Lesson 1 - Classroom Management) - analysis of teaching videos Classroom Engagement Videos (2 minutes each) <ul style="list-style-type: none"> - Mickey Smith Jr - Springfield HS Band - PS22 <i>Are students engaged? How do you know? What can you infer about the culture of this class based on the video?</i> Introduce Article Presentation and Class Discussion

<p>Week 3</p>	<p>READ: Classroom Management article (Link HERE)</p> <ul style="list-style-type: none"> - Assigned students present 5 minute summary <p>Submit on Blackboard 3 sample SLOs Encourage you to bring these from your classroom; could be ones either you develop or that your mentor teacher developed</p> <p>Contextual Analysis: submit on Blackboard the names of three individuals you plan to interview (coordinate with other interns if needed)</p> <p>Read Standards HERE: Be prepared to discuss: What standards do your SLOs connect with?</p>	<p>Discuss SLOs</p> <p>Analyzing Student Learning</p> <p>Classroom management article presentations & Discussion</p>
<p>Week 4</p>	<p>READ: Classroom Management article (Link HERE)</p> <ul style="list-style-type: none"> - Assigned students present 5 minute summary <p>WATCH: Mickey Smith Jr. https://www.youtube.com/watch?time_continue=378&v=-51tnLkk86M&feature=emb_logo</p> <p>And</p> <p>https://www.youtube.com/watch?v=4wwlqoSQLvE</p> <p>SUBMIT: Write 3 bullet point takeaways in response to videos (3 total takeaways)—must have at least one from each video</p>	<p>Classroom management article presentations & Discussion</p> <p>Discuss Videos</p>
<p>Week 5</p>	<p>READ: Read Chapter 6 titled “Assessment”</p> <ul style="list-style-type: none"> - Write 3 takeaways <p>SUBMIT: Write 3 bullet point takeaways in response to Assessment Chapter</p>	<p>Planning Assessments and Evaluation Criteria as they relate to your SLOs</p>

<p>Week 6</p>	<p>Begin work on Focus Lesson 1 (Classroom Management)</p> <ul style="list-style-type: none"> - Assignment Description HERE - Rubric HERE <p>Continue work on Contextual Analysis (DUE Week 12)- will help you get to know your school. Details HERE</p>	<p>Using Assessment to Inform Instruction/ Planning a Sequence of Lessons</p>
<p>Week 7</p>	<p>Due: Focus Lesson 1 (Classroom Management) Plan presentations/discussions</p> <p>Assignment Description HERE Rubric HERE</p> <p>Be prepared to present in class</p>	<p>Focus Lesson 1 Presentations Discussion & Feedback</p>
<p>Week 8</p>	<p>DUE: DRAFT Teaching Philosophy Assignment Description (write first; go back at end to look at NAFME standards and consider research/theories with which you are familiar)</p> <p>Assignment Description and Rubric: HERE</p> <p>Read: https://nafme.org/my-classroom/standards/core-music-standards/</p>	<p>Teaching Philosophies Draft Discussion and Feedback</p> <p>Introduce Focus Lesson 2 (Student Learning)</p>
<p>Week 9</p>	<p>WATCH: (come ready to discuss) edTPA overview https://drive.google.com/file/d/1gYRUEaoxHZ4ewgqXNOin-uL3kJo7Fx37/view?usp=sharing Academic Language/ Content Area Literacy video https://drive.google.com/file/d/1epUN_t0ifXqWQs20SJNxxWjPIErHXSng/view?usp=sharing</p> <p>Begin work on Focus Lesson 2 (Student Learning) - DUE Nov 9</p> <ul style="list-style-type: none"> - Assignment Description HERE - Rubric HERE 	<p>Introduce edTPA (Spring assessment in internship)</p> <p>Analyzing Teaching Effectiveness</p> <p>Academic Language / Content Area Literacy</p>

	<p>Continue work on Contextual Analysis (DUE Week 12)- will help you get to know your school. Details HERE</p>	
Week 10	<p>DUE- Focus Lesson 2 (Student Learning) - Nov 9</p> <ul style="list-style-type: none"> - Assignment Description HERE - Rubric HERE <p>Continue work on Contextual Analysis (DUE Week 12)- will help you get to know your school. Details HERE</p>	<ul style="list-style-type: none"> - Focus Lesson 2 (Student Learning) - presentations/discussions - Deepening Student Learning and Using Modeling (thinking, skills)
Week 11	<p>WATCH: https://www.youtube.com/watch?v=4HR8NEPK7IQ (come ready to discuss three aspects of culturally relevant pedagogy and applications in the music classroom)</p>	<p>Intro to EdTPA/ Focus Lesson 3</p> <p>Discuss Culturally Relevant Pedagogy</p> <p>Planning for Your Students' Strengths, Needs, and Interests</p>
Week 12	<p>DUE: Contextual Analysis Details HERE</p>	<p>Contextual Analysis Presentations/ Discussion</p>

<p>Week 13</p>	<p>Due: Teaching and Learning Philosophy FINAL (is your language focused on student learning; go back at end to look at NAFME standards and consider research/theories with which you are familiar)</p> <p>Assignment Description and Rubric: HERE</p> <p>Share Draft Lesson Plan for Focus Lesson 3 You should be teaching this lesson in your internship between now and next class</p>	<p>Teaching Philosophy revision Presentations (What changed OR was refined?)</p> <p>Share draft lesson plan for Focus Lesson 3</p> <p>Topics of Student interest - Selecting Repertoire</p>
<p>Week 14</p>	<p>DUE- Focus Lesson 3 (Differentiating Instruction) Description: HERE Rubric: HERE</p>	<p>edTPA/Focus lesson 3 Presentations and Student feedback</p>
<p>Week 15 (FINAL EXAM TIME)</p>		<p>What did we learn?</p> <p>Internship Reflection—making connections</p> <p>Planning for Spring 2022 full-time internship</p>

Spring Semester Meeting Goals

The education department requires four meeting times in individual content areas in the Spring student teaching internship seminar. In those sessions, we will:

- Review Resumes & Cover Letters
- Plan for your edTPA project and other Ed Department assignments;
- Reflect on internship and discuss opportunities/ challenges
- **Complete a Job Interview and Reflection on Video:** Each student will meet with the instructor for a 30-minute mock job interview at the beginning of the Spring semester. The student will video record the interview and submit a (written/verbal) reflection 24 hours after the interview. Sample questions [HERE](#)

COURSE POLICIES:

Academic Integrity

Academic integrity is an important value at UMBC. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal.

Undergraduate Honor Statement

I hereby assume the responsibilities of an engaged member in a scholarly and civic community in which academic work and behavior are held to the highest standards of honesty. It is my active participation that affirms these principles and gives them true meaning as well as value in my education. I realize that by committing acts of dishonesty I hurt myself and place an indelible mark on the reputation of UMBC. Therefore, I will not cheat, fabricate materials, plagiarize, or help another to undertake such acts of academic dishonesty, nor will I protect those who engage in acts of academic dishonesty.

Student Disability Services

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the University.

If you have a documented disability and need to request academic accommodations, please refer to the SDS website at sds.umbc.edu for registration information and to begin the process, or alternatively you may visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact us through email at disAbility@umbc.edu or phone (410) 455-2459.

If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.

Attendance Policy

Regular attendance is a requirement of the course. If missing a class is absolutely unavoidable, please email or text me in advance to make arrangements.

Late Work Policy

With the exception of emergency situations that will be handled on a case-by-case basis, the late work policy is as follows:

- Assignments are due by 11:59 pm on the day before the class in which the assignment is due.
- You have until 7:00 am the morning after an assignment is due to submit for full credit.
- For the next 24 hours, you may still turn in the assignment, but at a 10% penalty.
- Once the grace period for full credit and the grace period for reduced credit have both passed, the assignment will incur a 50% penalty. If you have an extenuating circumstance, please let me know.

Sexual Violence and Discrimination

I, along with the rest of the UMBC Community, reject sexual violence and discrimination in all of its forms. There is no place for inappropriate behavior in this class, and violators will be held accountable to the fullest extent of the university's policies and regulations.

If you feel that that you have been a victim of sexual violence and/or discrimination, my door is always open to listen. I am here to be a bridge to resources that can help you. Please know, however, that as a "responsible employee" of the university, I am required to report any instances of sexual violence and/or discrimination to the Title IX office.

The instructor reserves the right to modify and/or change this syllabus as needed during the course.