



**MOREHEAD STATE
UNIVERSITY**
DEPARTMENT OF MUSIC, THEATRE AND DANCE

**COURSE SYLLABUS
FOUNDATIONS OF MUSIC EDUCATION
MUSE 270 001
SPRING SEMESTER, 2018**



FOUNDATIONS OF MUSIC EDUCATION

MUSE 207 001
Spring Semester, 2018

Instructor: Dr. DuWayne Dale
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Office Hours: See posted hours outside of BMH 202

Class Meeting Time: T/TH 12:30pm-1:45 pm, BMH 338 (3 credit hours)

Catalog Description: Orientation for students considering music teaching as a career. Course will survey the history of music education and inclusion in the public schools while including the philosophic, political, and social foundations of teaching music in the public schools. Field experiences are an integral part of the course. Prerequisite: none. **Program requirements: Required for admission into the Teacher Education Program (TEP).**

Course Objectives: Morehead State University is committed to the preparation of exceptional teachers and embraces the principles addressed by national, state, and university education standards boards/directives. The objectives for this course include relevant components from the National Association for Music Education (NAfME), Kentucky Teacher Standards (KTS), Kentucky Education Reform Act (KERA), Education Professional Standards Board (EPSB), the Council for the Accreditation of Educator Preparation (CAEP), National Association of Schools of Music (NASM), MSU's Conceptual Framework (CF), and Council for Exceptional Children (CEC). (See Appendix 1)

Field Experience: 40 HOURS REQUIRED (up to 100 accepted)

Other Requirements: Jellison, J. *Including Everyone: Creating Music Classrooms Where All Children Learn*. Oxford University Press, 2015. (Required)
Mark, M. & Madura, P. *Contemporary music education*, 4th ed., Schirmer 2014. (Required)
Membership in CNAfME; register on website (Required)
Three-ring binder with dividers, 1-inch capacity (Required)
KMEA Conference Attendance
Collabra Music Subscription (Required) - Course Code: **bgkj8k4867nbg**

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia-preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.



Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty - first century skills need to make an optimal contribution to "whole" student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision - making and to demonstrate account ability for student learning.
- 3) Demonstrate professional dispositions.
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school - based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's):

Student learner outcomes will be demonstrated through individual assignments, field experience, written essays, and quizzes/examinations. As a result of instruction and course assignments, students will be able to:

- 1) Examine the foundations of music education from its early American roots to the present. Students will discuss the impact of social, political and philosophical issues in education that continue to affect music education and the relevance of music education within the American education system
- 2) Examine the foundations of special education from its roots in the Civil Rights Movement to the present. Students will discuss the impact of social, political and philosophical issues in special education that continue to influence how a child with special needs is integrated into the music classroom.
- 3) Develop a philosophy of music education based on an understanding of the role of music education within the American education system.
- 4) Identify professional organizations and publications that provide support, research, and professional development for music educators.
- 5) Discuss, observe, and identify issues surrounding a diverse student population.
- 6) Introduce strategies for teaching the exceptional child.
- 7) Identify resource materials that support the development of high-quality music programs including the internet, email, video and audio tapes, etc.
- 8) Identify computer software programs that support the administration of school music programs.
- 9) Develop knowledge of current issues in education and music education through assigned readings in professional journals, membership in NAFME, and other relevant education associations.
- 10) Develop an attitude that values lifelong learning in the area of music education while fostering the development of attitudes associated with master teachers.

CAEP/ EPSB Accreditation Alignment of SLO's and CFO's:

Aligned with	Kentucky Teacher Standards (KTS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)/ CAEP	CAEP
Field Experience CFO: 1-5 SLO: 2, 3, 5, 6, 7, 8, 9, 10	1-10	1.3, 1.4, 1.11, 1.14, 1.15, 1.16, 2.3, 2.5, 2.16, 2.17, 2.23, 2.36, 2.37, 3.4, 3.5, 3.7, 4.5, 4.6, 5.1, 5.2, 6.1, 6.2, 6.3	1-3	1, 2, 4
Journal CFO: 4 SLO: 1-10	1, 7, 9, 10	1.1, 1.2, 1.3, 1.4, 1.11, 2.3, 2.16, 2.23, 2.26, 2.32, 3.1, 3.4, 3.7, 4.6, 5.1, 5.3, 6.1, 6.3	1, 3	1
Portfolio CFO: 1-5 SLO: 1-10	1-10	1.1, 1.2, 1.3, 1.4, 1.11, 1.14, 1.16, 2.16, 2.23, 2.25, 2.36, 2.38, 3.1, 3.4, 3.7, 4.6, 5.1, 5.3	1-3	1
Written Assignments/ Philosophy CFO: 1 SLO: 1-10	1-10	1.1, 1.2, 1.3, 1.4, 1.11, 1.15, 1.16, 2.25, 2.29, 2.37, 3.1, 3.4, 3.6, 3.7, 4.5, 5.1, 5.2, 5.4, 5.5, 6.1, 6.3	1-3	1, 2, 4, 7
Project CFO: 1-4 SLO: 3, 6, 7, 8	1-10	1.1, 1.2, 1.3, 1.4, 1.11, 1.12, 1.16, 2.25, 2.37, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2, 6.3	1-3	1, 2, 7
Professional Development Activities CFO: 1-5 SLO: 1-10	1-10	1.3, 1.4, 1.12, 2.23, 2.26, 2.36, 3.1, 3.7, 4.6, 5.4, 6.1, 6.3	1-3	1
Final Exam CFO: 1, 2, 4 SLO: 1-10	1-10	1.2, 1.11, 2.2, 2.25, 5.1, 5.2	1-3	1

Assignment Descriptions

FOUNDATIONS OF MUSIC EDUCATION MUSE 207	
Assignment	Description
Field Experience (200 points, 5 points per required hour)	Students will have 40 required hours of field experience (up to 100 hours will be accepted) during the semester. See the Field Experience Breakdown in the Appendices for detailed information about requirements. We will use Collabra Music Account to record all field experiences when you are teaching - subscription required. A minimum of 40 hours are required to receive a passing grade in this course.
Journal (40 points)	Students will maintain a journal that documents their insights/concerns during field experience and/or other thoughts on music education. One entry per FE session/event.
Philosophy of Music Education (60 points)	Students will write a philosophy that reflects their beliefs about music education in today's public schools.
Notebook (40 points)	Students will maintain a course notebook: class notes, outlines, observations, journal entries, class assignments, and related materials.
Written assignments (minimum 40 points)	Students will read assignments in the text and supplementary materials. Some reading assignments will be accompanied by a written component designed to enhance understanding of the topic and improve writing skills
Project - TBD (20 points)	Students will complete a class project related to topics and themes of the course - TBD
Professional Development Activities (40 points)	Students will attend NAFME meetings, KMEA State Professional Development Conference, MSU Band Clinic, and other music education oriented activities.
Quizzes - Content (minimum 40 points total, i.e. 4 quizzes X 10 points)	Students will be prepared for quizzes that demonstrate knowledge of course content.
Final Exam (60 points)	Students will be prepared for the final exam which will cover course lectures, text materials, and professional development activities (including field experience)

Additional Field Experience Information

Please see *Guide to Completing Field Experience for MUSE 207* in the appendices of this syllabus for expected documentation procedures, and specifics.

IMPORTANT - ALL FE HOURS AND ALL FE DOCUMENTATION MUST BE COMPLETED AND SUBMITTED NO LATER THAN FRIDAY, APRIL 27, 2018



Grading Scale

Total points available = 540 (subject to adjustment)

Grading Scale (based on 540 available points)

A	=	484 - 540 points
B	=	430 - 483 points
C	=	376 - 429 points
D	=	322 - 375 points
E	=	0 - 321 points

IMPORTANT - Failure to complete the required 40 FE hours (in the specific areas identified under “Assignment Descriptions”) will result in an automatic grade of “E” for the course.

Attendance Policy

Improvement of any skill requires regular practice; attendance is therefore mandatory. Miss no more than three scheduled classes for any reason.

- A student’s first three absences will be considered excused provided they have communicate effectively with the instructor via email in a timely and professional manner. Students should notify the instructor about absences that can be anticipated (MSU events, some personal illnesses, etc.) as soon as the student is aware they will miss. In the event of an absence that could not be anticipated (sudden personal illness, family emergency, etc.) notification should be sent as soon as possible after the missed class.
- For the semester, no more than three absences will be considered excused for any reason (including sickness, family emergency, verified MSU events, performances off campus, etc.).
- For additional absences, the final grade for the course will be lowered a letter grade (e.g. with a 4th absence an “A” becomes a “B”).
- Significantly late arrivals or early departures (more than five minutes) will count as an absence. If you are physically present but disengaged with the class (e.g., using your phone, ear buds inserted, reading, doing homework for another class, or sleeping), you will also be considered absent.

Late Work Policy

Communication regarding absences is extremely important, as it would be in any employer/employee contract. As such, the following late work policies will be employed for this course:

- Absence does not excuse the student from submitting course work on time or from completing course work assigned during the absence.
- Assignments due during a class session must be submitted by absent students no later than 1pm on the same day.
- Upon request, the instructor will consider scheduling a makeup for any quizzes missed during the student’s first three absences, but will not consider scheduling a makeup for quizzes missed during the student’s fourth absence and beyond.
- No partial credit will be considered for assignments submitted after the specified due dates/times.

In the interest of fairness to each and every student, the instructor reserves the right to evaluate each absence on a case-by-case basis to determine if there are/were extenuating circumstances. If found, the instructor reserves the right to reconsider acceptance of late assignments/quizzes.



Notebook Organization

Divide the notebook into sections using dividers. Label each section - materials may be further organized by within each section:

- I. **Cover page**: Include name, course name and number, semester and year - this may be the first page of your binder contents or inserted into the clear plastic cover sleeve if your binder includes one
- II. **Syllabus**: This document contains a great deal of important information - be sure to keep up with it
- III. **Class notes**: Notes from lectures, Powerpoints, etc. - these should be organized chronologically
- IV. **Written assignments and philosophy**: Only keep "in progress" versions until final drafts are created, then replace earlier version with the finished copy - these should be organized chronologically by final due date (earliest first)
- V. **Handouts**: Various resources and readings distributed in class or electronically - print any electronically shared materials and add to hard copies, then organize this section by topic
- VI. **Field experience**: Typed guided observation reports (not a place to store FE forms)

Classroom Environment:

Illegal: firearms or any other weapons, alcohol, illegal drugs, and drug related items
Food, drinks other than water, tobacco products, and spit-cups are not permitted. Mobile devices must be placed on "silent" and stowed. Behavior that disrupts the learning environment is strictly forbidden.

Academic Honesty:

All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog.

ADA Statement:

Students with disabilities are entitled to academic accommodations and services to support their access and safety. The Office for Disability Services in 109-J Enrollment Services Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or e.day@moreheadstate.edu or visit their website at www.moreheadstate.edu/disability

Campus Safety:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at: www.moreheadstate.edu/emergency

APPENDIX A - FIELD EXPERIENCE REPORT TEMPLATES

Special Education Setting:

MUST BE TYPED - 12pt, Times New Roman, single spaced.

Name:	
Date of Field Experience:	
Time of Field Experience:	
Type of Class Observed:	Number of Students:
School:	Teacher:
Special Education FE # _____	
1. Describe the academic setting (room attributes, temperature, lighting, distracting elements, etc. – Note: If you have multiple observations in the same classroom only submit this information in the first FE Report.	
2. Identify the Student Learner Outcomes of the class period.	
3. Describe accommodations used during the class. (Hint - What is the student's special need and how is the teacher accommodating the student?)	
4. Describe your role in the class. (Hint – What did you do?)	
5. In your MUSE 207 Journal, reflect on this experience - be sure to include the same date/time and class info as above	

Music Classroom (for Observations):

MUST BE TYPED - 12pt, Times New Roman, single spaced.

Name:	
Date of Field Experience:	
Time of Field Experience:	
Type of Class Observed: (Gen. Music, Band, Choir?)	Number of Students:
School:	Teacher:
Music Classroom FE # _____	
1. Describe the academic setting (room attributes, temperature, lighting, distracting elements, etc. – Note: If you have multiple observations in the same classroom only submit this information in the first FE Report.	
2. Identify the Student Learner Outcomes of the class period. (Hint: What are the students doing? What should they be learning? – Be specific)	
3. If there are students with IEPs describe accommodations used during the class. (Hint - What is the student's special need and how is the teacher accommodating the student?)	
4. Describe an approach/technique that you found useful/effective. (Hint - something you'll steal and use in your own classroom one day)	
5. Describe some aspect that you would do differently. Explain how and why.	
6. In your MUSE 207 Journal, reflect on this experience - be sure to include the same date/time and class info as above	



Music Classroom (for Your Teaching):

MUST BE TYPED - 12pt, Times New Roman, single spaced.

Name:	
Date of Field Experience:	
Time of Field Experience:	
Type of Teaching Setting: (Gen. Music, Band, Choir? Large Group, Small Group, Private Lesson?) Note - 10 or more students can be considered a large group.	Number of Students:
School:	Teacher:
Music Classroom FE # _____	
1. Record your teaching.	
2. <u>AFTER</u> watching your video write a one-page reflection about the experience. Include any questions or specific times in the video that you want me to watch. (Hint - what did and did not go well? What did you learn? Be specific.	
3. Be sure to upload your video via Collabra Music.	

Guide to Writing Your Journal Reflections:

You should plan on writing one journal entry for each Field Experience event you complete. MUST BE TYPED - 12pt, Times New Roman, single spaced.

For special education and music classroom observations, a quality reflection might include things that stuck out to you about the lesson. Did the lesson raise any questions for you? Was the lesson effective - why or why not? What were some great techniques/approaches/strategies that you can add to your toolbox? What things might you do differently if you were running the show? Addressing these questions/prompts can result in a quality reflection. If something comes up in a class observation and you'd like to discuss it with me, I'm all ears - stop by when my door is open or during office hours.

For KMEA, write a paragraph about each of the sessions you attend. Include the title of the session and the name(s) of the presenters. Include "take-aways" of value and how you would rate the session in terms of quality and usefulness to your future teaching.

If you are reflecting on a band clinic rehearsal, treat it as you would a music classroom observation except consider how the honor band setting influences the types of techniques employed and the pacing of the rehearsal.

If you are reflecting on an observation in a youth services center, you can describe insights you may have gained about students, the importance of and role of the YSC in a school, etc.

If you find yourself unsure how best to reflect on a particular experience - email the instructor and describe the FE scenario. You will be provided with guided questions to consider.



APPENDIX B - CORRECTLY COMPLETED FIELD EXPERIENCE FORM

Morehead State University – College of Education Field Experience Form				Term: Spring 2018	
Student Name	Kristie Williams	MSU ID	m123456	Course	EDF 207 Section 001
School District	Rowan County	Cooperating Teacher Signature	<i>Olson Gray</i> School _____ Rowan County Senior High School _____ Grade _____ Elementary/Preschool _____ Middle _____ Secondary _____		
Cooperating Teacher	Susan Perry	Students	<input type="checkbox"/> Caucasian <input type="checkbox"/> African American <input checked="" type="checkbox"/> Interactions with Families of Students <input type="checkbox"/> Asian <input type="checkbox"/> Native American <input type="checkbox"/> Attendance at a School Board Meeting <input checked="" type="checkbox"/> Disabilities <input type="checkbox"/> Eng. Lang. Learner <input type="checkbox"/> Attendance at a Site Based Council Meeting <input type="checkbox"/> Participation in a Professional Learning Community (PLC) <input type="checkbox"/> Opportunities to assist teachers or other school professionals		
		Socioeconomic Groups	<input type="checkbox"/> <25% Free/Red. (High) <input type="checkbox"/> 25-75% Free/Red. (Med.) <input checked="" type="checkbox"/> >75% Free/Red. (Low)		
Date	Time In	Time Out	Hours Completed	Activities (short phrase of activity; ex. worked with students, graded papers...)	Cooperating Teacher Initials
1-25-18	5:00pm	7:30pm	2.5	Parent/Teacher Conferences	<i>SP</i>
			Total = 2.5		

I certify that to the best of my knowledge this record is accurate and complete. I have reviewed this record and believe it to be accurate and complete.

Kristie Williams
 Signature of MSU Student

Chris Miller
 Signature of MSU Instructor

NOTES

- Deliberate falsification of field experience reports is considered academic dishonesty and will result in a sanction that may include failure of the assignment, failure of a particular class, or other appropriate disciplinary action (such as dismissal from the teacher education program). See Academic Misconduct policy in the Morehead State University/Eagle Student Handbook.
- **Field experience forms are expected to be submitted complete and accurate. Incomplete and inaccurate forms will not be accepted for field experience credit.**
 - **This includes the full name of the district, school and teacher. Without this NO CREDIT will be given for the experience.**
- Only 1 field experience placement/activity per form.
- Keep a copy of this form for your records. Storage space is available on Folio180.
- You must submit all field experience information in the Kentucky Field Experience Tracking System (KFETS).

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APPENDIX C - GUIDE TO COMPLETING FIELD EXPERIENCE PAPERWORK FOR MUSE 207

General Reminders:

Deliberate falsification of field experience reports is considered academic dishonesty and will result in a sanction that may include failure of the assignment, failure of a particular class, or other appropriate disciplinary action (such as dismissal from the teacher education program). See Academic Misconduct policy in the Morehead State University Eagle Student Handbook. Field experience forms are expected to be submitted complete and accurate. Incomplete and inaccurate forms will not be accepted for field experience credit. This includes the full name of the district, school and teacher. Without this NO CREDIT will be given for the experience. Keep a copy of your field experience paperwork. Storage space is available on Folio180. Students must submit all field experience information in the Kentucky Field Experience Tracking System (KFETS). All signatures on submitted FE Forms must be original, no photocopies. Students are asked to please take time to ensure handwriting on the FE Form is completely neat and legible.

Specific to MUSE 207:

Students will receive an email from the instructor in the first week of class containing the current semester version of the field experience form and a link to a private Google sheet where students are required to transfer information from each completed FE Form. Sample mock entries will be provided on each of the private Google sheets to demonstrate the format for inputting FE form information correctly. Students will be expected to follow this formatting for all of their entries. Each row on the student's Google sheet represents a different FE session/event. Students are expected to submit FE forms (originals, not copies) to the instructor periodically throughout the semester - not all at once at the end. This allows for timely review and, if needed, correction prior to the final submission of all documents to the FE office. **Final submission of all completed and correct FE forms is April 27, 2018. Forms received after this date will not be accepted. Also by this date, each student's Google sheet must be completely updated with the information from all FE forms. FE form and Google sheet information must match. Discrepancies will be deleted and will impact upon the student's final FE hour total.**

FIELD EXPERIENCE BREAKDOWN

- 40 total hours required for MUSE 207, up to 100 hours accepted
- 12 hours **MUST** be professional development sessions at KMEA State Conference
- Minimum of 12 hours **MUST** be observations/teaching in music classrooms*
- Minimum of 9 hours **MUST** be observations at MSU Band Clinic
- Minimum of 6 hours **MUST** be observations in special education settings
- Minimum of 1 hour **MUST** be in a school family resource center

* Minimum of 2 hours of your time in music classrooms must be you teaching (large/full group, small group, or private lesson). You are to video record these sessions and upload to Collabra Music. These two hours may comprise multiple shorter sessions, but none should be shorter than 15 minutes in length.

APPENDIX D - COURSE CALENDAR - SUBJECT TO ALTERATION AT INSTRUCTOR'S DISCRETION

JANUARY	W1	Dates: 1/16, 1/18 - class meetings Topics: Syllabus review, FE Instructions, Early History of Music Education (Antiquity through the Reformation) Due: Student FE Availability Form - 1/18/18
	W2	Dates: 1/23, 1/25 - class meetings Topic: History of Music Education in America, Colonial Period Through the Revolutionary War Due: Written Assignment 1 - 1/25/18
	W3	Dates: 1/30, 2/1 - class meetings Topic: History of Music Education in America, Revolution through early 1800s Quiz 1: History of Music Education, Antiquity Through the Beginnings of School Music in the U.S. - 2/1/18
FEBRUARY	W4	Dates: 2/6 - class meeting; 2/7-2/10 - KMEA State Conference (see course requirements) Topics: History of Music Education in America, the Mid-1800s Through the Industrial Revolution; Getting the most out of KMEA State Conference <i>Field Experience Pacing Check - Do you have a minimum of 12 hours?</i> Due: Written Assignment 2 - 2/6/18
	W5	Dates: 2/13, 2/15 - class meetings; 2/15-2/17 - MSU Band Clinic (see course requirements) Topic: History of Music Education in America, Early 20th Century
	W6	Dates: 2/20, 2/22 - class meetings Topic: American Education after 1950 Due: Written Assignment 3 - 2/22/18
	W7	Dates: 2/27, 3/1 - class meetings Topic: Current Trends and Directions in American Education/Music Education <i>Field Experience Pacing Check - Do you have a minimum of 20 hours?</i> Due: MUSE 207 Notebook and Journal, mid-term check - 3/1/18
MARCH	W8	Date: 3/8 - class meeting; Note - no class on 3/6 Quiz 2: History of Music Education in America, the Mid-1800s to Today - 3/8/18 Due: Written Assignment 4 - 3/8/18
	W9	Dates: 3/13, 3/15 - class meetings; Note - depending on Symphony Band Tour Schedule, we may not meet on 3/13 Topics: Introduction to Teaching Students with Special Needs, Understanding the Conditions Covered by IDEA and 504
	W10	Dates: 3/27, 3/29 - class meetings Topics: Practical Adaptations for the Music Classroom; Resources for Special Needs Students in Music Classrooms Due: Written Assignment 5 - 3/29/18
APRIL	W11	Dates: 4/3, 4/5 - class meetings Topic: Teaching Music to Gifted Students Quiz 3: Selected Special Education Topics and Terminology - 4/5/18 <i>Field Experience Pacing Check - Do you have a minimum of 30 hours?</i>
	W12	Dates: 4/10, 4/12 - class meetings Topic: Philosophy and Psychology in Music Education Due: Project - TBD (due this week in class)
	W13	Dates: 4/17, 4/19 - class meetings Topics: Advocacy; Writing Your Philosophy of Music Education Quiz 4: Philosophy and Psychology in Music Education - 4/19/18
	W14	Dates: 4/24, 4/26 - class meetings Topic: Accessing Research in Music Education Due: Philosophy of Music Education, rough draft - 4/24/18 Due: All FE Forms Submitted and FE Google Sheets Completed - 4/27/18
MAY	W15	Dates: 5/1, 5/3 - class meetings Topic: Final Exam Review Due: MUSE 207 Notebook and Journal, final submission - 5/3/18
	W16	Date: 5/8 - MUSE 2017 Final Exam, 10:15am-12:15pm, BMH 338 Due: Philosophy of Music Education, final draft - 5/8/18

APPENDIX E - STANDARDS

Kentucky Teacher Standards:

MUSE 376 integrates the Kentucky Teacher Standards as adopted by the Kentucky Education Professional Standards Board. The course requirements, assignments, and learning outcomes address these standards to varying degrees as they are relevant to the objectives of this class.

Standard I: Content Knowledge

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Standard II: Designs/Plans Instruction

The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard III: Creates/Maintains Learning Climates

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard IV: Implements/Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard V: Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard VI: Demonstrates Implementation of Technology

The teacher uses technology to support instruction,· access and manipulate data,· enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community,· and conduct research.

Standard VII: Reflects/Evaluates Teaching/Learning

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

Standard VIII: Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard IX: Evaluates Teaching and Implements Professional Development

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

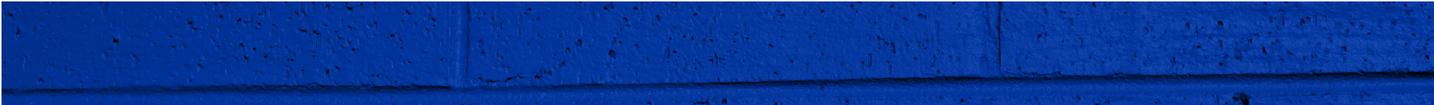
Standard X: Provides Leadership within School/Community/Profession

The teacher provides professional leadership within the school, community and education profession to improve student learning and well-being.

Conceptual Framework:

Morehead State University is dedicated to preparing teachers to function in classrooms at high levels, this course embeds the College of Education's theme, "Community Engagement: A Light to and from the Mountains" while it continues embrace the "Educator as Architect." Students enrolled in MUSE 376 will explore the historical and philosophical foundations of music education in America and their influences on current practices and influences in our schools. This fundamental knowledge provides the background necessary for the development of a personal philosophy of music education and provides a contextual basis for the advocacy of music in the schools. "Future educators are challenged to think critically about their reasons for entering the profession and to reflect on their experiences as classroom observers in light of their newly developing knowledge, personal beliefs, and career expectations." (MSU Conceptual Framework 2008)

National Association for Music Education (NAfME) Standards: <https://nafme.org/my-classroom/standards/core-music-standards/>



EPSB (Education Professional Standards Board) Themes:

1. Diversity - Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (NCATE definition, Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education, 2000 ed.). Candidates have multiple curricular experiences from a variety of sources that give candidates a breadth of content and pedagogical knowledge relative to working with all students.
2. Assessment - Experiences that ensure the candidates develop skills to assess student learning.
3. Literacy / Reading - Experiences that ensure the ability to recognize and appropriately respond to the reading needs of all students.
4. Closing the Achievement Gap - Experiences that ensure candidates develop strategies for closing the gap.

CAEP (Council for Accreditation of Educator Preparation) <http://caepnet.org/standards/standards/> :

Professional accreditation of teacher education programs provides valuable information to those seeking to enroll in education programs and to those who hire graduates of teacher education programs. Morehead State University's Teacher Education Program is accredited by CAEP. MUSE 376 addresses CAEP Standards as students are introduced to vital information concerning American Music Education in the schools and participate in Field Experiences. Students will discuss and reflect on issues surrounding the implications and significance of working with a diverse population.

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment, and Selectivity
- Standard 4: Program Impact
- Standard 5: Provider Quality Assurance and Continuous Improvement

NASM (National Association of Schools of Music):

The accrediting body for Schools of Music is NASM. In conjunction with the standards held by NCATE, MSU's Department of Music is committed to the education of those students who seek to teach. NASM competencies are reflected in the objectives of MUSE 376.

Excerpt from the 2016-2017 NASM Handbook:

The prospective music teacher should have:

1. Personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the ability to fulfill these commitments as an independent professional.
2. The ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage.
3. The capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.
4. The ability to articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.
5. The ability to work productively within specific education systems, promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleagues of differing backgrounds.
6. The ability to evaluate ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of students.
7. The ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.

NASM Competencies:

Music Competencies. The profession of school music teacher now encompasses a wide range of traditional, emerging, and experimental purposes, approaches, content, and methods. Each institution makes choices about what, among many possibilities, it will offer prospective specialist music teachers. Institutions may offer a comprehensive curriculum involving two or more specializations and/or focus on one or more particular specializations. The following standards provide a framework for developing and evaluating a wide variety of teacher preparation program goals and achievements.

1. **Conducting and Musical Leadership.** The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.
2. **Arranging.** The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.
3. **Functional Performance.** In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the student's teaching specialization are also essential.
4. **Analysis/History/Literature.** The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.

Specialization Competencies. Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music.

1. **Instrumental Music.** Listed below are essential competencies and experiences for the instrumental music teaching specialization:
 - a. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.
 - b. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.
 - c. Experiences in solo instrumental performance and in ensembles. Ensembles should be varied both in size and nature.
 - d. Laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger classes.
2. **Music: All Levels, All Specializations.** Listed below are essential competencies and experiences for programs whose published purpose is to prepare teachers in all or several areas (e.g. general, vocal/choral, instrumental, other). To fulfill this purpose consistent with this and other applicable standards, all of the specialization areas chosen are included in some manner in the curriculum as a whole. Specific forms of inclusion, proportions, and assignments are the responsibility of the institution.
 - a. Knowledge and skills sufficient to teach beginning students on instruments and/or voice as appropriate to the chosen areas of specialization.
 - b. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.
 - c. Experiences in solo vocal or instrumental performance.
 - d. Experiences in ensembles. Ensembles should be varied both in size and nature.
 - e. The ability to lead performance-based instruction in a variety of settings.
 - f. Laboratory experience in teaching beginning students in a variety of specializations.

NASM Competencies (continued):

3. Specific Music Fields or Combinations. Listed below are essential competencies and experiences for music teaching specialization(s) focused on either one or a combination of areas such as composition, electronic and computer music, ethnic music, guitar, small ensembles, jazz, keyboard, orchestral music, music history and theory, music in combination with other disciplines, music technologies, music in multimedia, and popular music; or combinations of one or more of these types of content with aspects of the general, vocal/choral, or instrumental specializations:
 - a. Knowledge and skill in the selected area(s) of specialization sufficient to teach beginning and intermediate students effectively.
 - b. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for the area(s) of specialization.
 - c. In-depth experiences with the creative and/or performance and/or scholarly aspects of the selected area of specialization as required by the nature and content of that specialization.
 - d. The ability to use instruments, equipment, and technologies associated with the area(s) of specialization.
 - e. Laboratory experience in teaching beginning students in the area(s) of specialization, individually, in small groups, and in larger classes.

Teaching Competencies. The musician-teacher must be able to lead students to competency, apply music knowledge and skills in teaching situations, and integrate music instruction into the process of P–12 education. Essential competencies are:

1. Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.
2. An understanding of child growth and development and an understanding of principles of learning as they relate to music.
3. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
4. Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.
5. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
6. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

CEC Initial and Advanced Professional Content Standards and Knowledge and Skill Sets

Standard 1: Foundations

Knowledge: Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs in both school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.



Standard 2: Development and characteristics of learners

Knowledge: Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs. Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Standard 3: Individual learning differences

Knowledge: Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

Standard 4: Instructional strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to modify learning environments appropriately for individuals with exceptional learning needs. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

Standard 5: Learning environments/social interactions

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Special educators help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis. Special educators coordinate all these efforts and provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.



Standard 6: Language

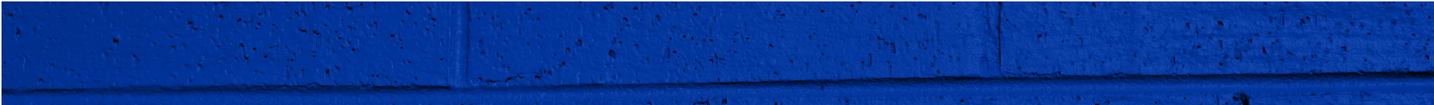
Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

Standard 7: Instructional planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long range individualized instructional plans anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs. Special educators use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with exceptional learning needs in general and special curricula. Special educators use appropriate technologies to support their assessments.



Standard 9: Professional and ethical practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs. Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.



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