

Cleveland State University
College of Arts and Sciences
School of Music

Teaching Multiage Music

EST 485 (credit hours vary)

Spring 2023
Meeting times: Varies
Room: Field Site

Instructor: Dr. Elizabeth Schultz
Email: e.schultz64@csuohio.edu
Office Phone: (216) 687-5019
Cell Phone: (804) 432-8396
Office Hours: By appointment

Field Supervisors

Instrumental	Elizabeth Schultz	e.schultz64@csuohio.edu
Vocal	Bill Zurkey	w.zurkey@csuohio.edu
Elementary	LeslieAnn Bird	l.bird58@csuohio.edu

Course Description

Prerequisites: Must be a declared music education major or be enrolled as a post-baccalaureate student; must have a minimum cumulative GPA of 2.50, a 2.75 in all professional education courses, and have completed all prerequisite work.

In general clinical settings, students are able to practice appropriate examination, evaluation, and intervention, technical, and communicative skills. Safe, ethical, and legal educational practice occurs under the supervision of clinical instructor(s). The Internship prepares the interns for the practice of teaching, by stressing practical applications of theory and research to the planning, delivery, and evaluation of instruction. In Internship I, interns explore the various roles of the teacher and begin formulating a personal philosophy for teaching while working school classroom under the direction of a mentor teacher and a faculty instructor or a university supervisor. These courses provide structure to the application of academic content to relevant clinical practice situations. Students will spend 180 hours in the field (School and non-school settings) in Internship I. All students enrolled in this class must have a valid and unexpired Clearance Report from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI) on file with the college advising office.

Course Rationale

This is the required student teaching course for a multiage music licensure.

Textbooks

There are no required textbooks.

Course Objectives

Students will be able to:

1. Students will demonstrate the ability to design, implement and evaluate their instructional experiences.
2. Students will demonstrate the ability to integrate and assess relevant learning activities that motivate and instruct.
3. Students will demonstrate the ability to implement effective behavior management skills for diverse classrooms.

Instructional Strategies/Activities Related to Technology and Diversity

As part of every lesson plan, candidates are expected to explain how their learning outcomes are based on a thorough knowledge of the educational contexts and the students they teach. They need to demonstrate responsiveness to a wide variety of student diversity, including gender, race, ethnicity, ability, and interest. Prompts for some Guided Reflections explicitly require candidates to reflect on the social issues that impact education in diverse educational settings.

Candidates are assessed on their effective use of technology.

Course Requirements

Field Requirements

- Student teaching candidates complete a minimum of 450 hours with music teachers in grades K-12. These hours are composed of the full school day plus all contractual obligations of the mentor teachers for the entire 15-week semester. Candidates will have two separate placements, split at the mid-semester mark,* with one placement in a K-8 setting and the second placement in a 7-12 setting.
- All student teaching candidates will attend seminars during the semester, as scheduled with the designated university supervisor.
- Candidates are expected to observe, assist, and co-teach with the mentor teacher to complete the assignments listed below. Candidates will be observed a total of four-six times in the classroom by the CSU supervisor and two times by the mentor teacher. For each observation, the candidate must provide a full lesson plan 48 hours in advance of teaching.

Supervisor Visits/Observations & Mentor Observations

- Weeks 2-4: Supervisor Observation 1, Mentor Teacher Observation 1
- Weeks 4-6: Supervisor Observation 2 & 3, Mentor Teacher Observation 2
- Weeks 8-9: Supervisor Observation (2nd placement) 1, Mentor Teacher Observation 1 (2nd placement)
- Weeks 10-14: Supervisor Observation 2 & 3 (2nd placement), Mentor Observation 2 (2nd placement)

At the midpoint (7th week) and end of the semester (15th week), the candidate will participate in a “triad meeting” with the university supervisor and mentor teacher to assess progress in the course and to determine the final aggregated observation scores.

Teaching and Lesson Planning

All pre-service teachers will teach a multiple lesson throughout the semester, though specific classroom responsibilities will vary by placement and intern. At a minimum, by the fifth week of Internship 1, each pre-service teacher is expected to teach at least one consistent lesson per day. Pre-service teachers are expected to have a lesson plan prepared for every single lesson that they teach for the mentor teacher or supervisor to review.

Concerns with Interns and Intercession

Pre-service teachers who are concerned about anything in their placement (e.g., support offered by mentor/supervisor) should first address the concern directly with the relevant party. If the concern persists, pre-service teachers should discuss the issue with the seminar leader. Mentors and university supervisors with concerns about a pre-service teacher (e.g., goodness of fit with mentor/placement/supervisor, the progress of the pre-service teacher) are encouraged to first address their concerns directly with the preservice teacher. If the concerns persist, mentors/supervisors should first discuss the issue with the seminar leader. If the concerns continue to persist, the pre-service teachers will be referred to the office of field services to begin the intercession process. Intercession involves meetings between mentors, supervisors, and OFS faculty and can result in withdrawal of a placement or removal from the course. A full description of the intercession process is provided on pages 45–49 in the OFS Handbook.

Assignments/Assessments

Student Teaching candidates will complete each of the following written assignments in addition to their teaching responsibilities.

edTPA

You will prepare the materials for this assessment with guidance from your supervisors. The edTPA is focused on student learning and is designed around the principles that successful teachers follow, including the need to:

- apply knowledge of subject matter (either academic or non-academic) and subject-specific pedagogy,
- develop and apply knowledge of their learners' varied needs,
- consider research/theory about how learners learn, and
- reflect and act on evidence of the effects of their instruction on learning and/or performance.

As a performance-based assessment, the edTPA is designed to engage you in demonstrating your understanding of teaching and learning in authentic, experiential ways.

Employment Portfolio

This assignment will be created using the folio tool in TaskStream. Directions are located on the OFS website. This folio is a useful tool to demonstrate your teaching competencies for your supervisor. You also have the option to publish your Employment Portfolio to the web to provide potential employers with a URL so they can access your materials.

Communicating with Students & Families

Write a letter introducing yourself to your students & their parents/guardians for each placement (2 letters). The letters should be tailored to the population you teach in each placement (vocabulary, content, letterhead, etc.). Consult with your mentor teachers about whether to actually send the letters home or not. If appropriate, letters may be in the form of an e-mail, but must be formal, as if it were a printed letter.

CPAST

Pre-service teachers will earn a single grade between 0.0 and 3.0 for each the final CPAST and the final Music Addendum. A student's final grade for the internship will be based an average of the two rubric scores. To receive a grade of satisfactory for the course, a student must earn a 1.78.

Final CPAST Average: Each pre-service teacher will participate in a triad conference with his or her cooperating teacher and university supervisor at the mid-term (around week 7) and again for a final (around week 15). For this conference, each person (including the pre-service teacher) will rate the pre-service teacher's performance on the CPAST rubric (available on Blackboard). For this assignment, the pre-service teacher's scores on all the rows for each assessor of the final CPAST will be averaged for a single grade between 0.0 and 3.0

Final Music Addendum Average: For the triad conferences each pre-service, cooperating teacher, and university supervisor will also rate the pre-service teacher's performance on the Music Addendum rubric (available on Blackboard). For this assignment, the pre-service teacher's scores on all the rows for each assessor of the final CPAST will be averaged for a single grade between 0.0 and 3.0.

University, College, and Department Policies

Equal Opportunity Statement

Cleveland State University is committed to the principle of equal opportunity in employment and education. No person at the university will be denied opportunity for employment or education or be subject to discrimination in any project, program, or activity because of race, color, religion, national origin, sex, age, genetic information, sexual orientation, disability, disabled veteran, Vietnam era veteran or other protected veteran status.

Students with Disabilities

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Plagiarism/Academic Integrity

The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment. Minor infractions comprise those instances of cheating, plagiarism, and/or tampering, which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction. Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct. Procedures of reporting plagiarism are described in the Student Handbook, available at <http://www.csuohio.edu/studentlife/>. Additional information on plagiarism is available at the CSU Writing Center, RT Library 124; (216) 687-6981 or <http://www.csuohio.edu/academic/writingcenter>.

Technical Help

If you have a question about GoReact you should contact Sharyn Turner at s.e.morgan@csuohio.edu. If you have a question about course content, assignments, or other course activities, you should direct those questions to your instructor. For technical support for Blackboard, first, search the online knowledge bases Online Help Portal or AskeLearning. If that does not resolve the issue, call the 24/7 Blackboard Help Desk at (216) 687-5050 and select option #2 for Blackboard Support. If the problem persists, visit the Open Computer Lab—JH 118—during posted hours.

Professionalism

CSU interns are considered members of the school team, not visitors, and are to act professional at all times. Professionalism encompasses many areas of behavior, including dispositions, courtesy, attendance and punctuality, appearance, initiative, fulfillment of responsibilities, ethical behavior, and protection of student confidentiality in both in-person **AND** virtual educational settings. For complete guidelines on professional behavior, refer to the Office of Field Services Handbook. **Failure to demonstrate professional behavior at any point in the experience may jeopardize an intern's continuation in his/her program.**

Professional Dispositions—initial teaching licensure programs only

One important aspect of your education is the development of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. You should be monitoring your own development beginning now and continuing throughout your teaching career. The Student List of Professional Dispositions which you received with your acceptance into your program (also available at <http://www.csuohio.edu/cehs/students/ofhs/docs/FlagSystem.doc>) is your guide.

Professional Boundaries

All CSU interns are required to adhere to professional teacher boundaries. Boundaries in the teaching profession tend to be more stringent than in most fields. **Never sign-in/login using a mentor teacher's credentials, seek technical support with your district and/or CSU as needed.** What can be considered “helping” in some fields may be considered out of bounds when done by teachers. See the OFS Handbook for more detailed information.

Grading Criteria

Final evaluation in this course is done on a pass/fail basis. A pre-service teacher's final course grade of either satisfactory or unsatisfactory will be earned through a row item average across two separate performance rubrics, the unit wide CPAST rubric and the program area specific addendum rubric. Row item scores are reached by consensus as a result of the triad meeting between the pre-service teacher, mentor teacher, and university supervisor. To earn a grade of satisfactory pre-service teacher must receive a row item average of above 2.0.

Cleveland State University
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Student Teaching Seminar

EST 485 (co-requisite course)

Spring 2023
Meeting times: Varies
Room: Field Site

Instructor: Dr. Elizabeth Schultz
Email: e.schultz64@csuohio.edu
Office Phone: (216) 687-5019
Cell Phone: (804) 432-8396
Office Hours: By appointment

Course Description

This seminar course is a companion course to the structured field experience for K-12 Music student teachers. It prepares the interns for their experiences in teaching, analyzing, reflection, and gaining practical experiences to take back with them into their student teaching placements.

In addition to deepening the understanding of pedagogy and practice of teaching, this seminar provides a space to help students prepare to complete and submit their edTPA portfolio. Students must pass both student teaching AND seminar with a passing grade to be eligible for licensure and graduation.

Prerequisites: Must be a declared music education major or be enrolled as a post-baccalaureate student; must have a minimum cumulative GPA of 2.50, a 2.75 in all professional education courses, and have completed all prerequisite work.

Co-requisites: Music be enrolled in EST 485

Textbooks

Finch, K. & Hoover, T. (2020). [*Pass the baton: Empowering all music students*](#). Dave Burgess Consulting, Inc.

NOTE: You are welcome to purchase either the hardcopy or eBook version

Materials

Students should have access to a laptop or tablet with a strong internet connection capable of running Zoom.

Course Objectives

Through full participation in this course, students should be able to achieve the following objectives:

- Develop an understanding of research, pedagogical theories, and techniques to working with music students in K-12 music classrooms.
- Create lesson plans that include an alignment of national/state standards, lesson objectives, and lesson procedures.
- Deepen an understanding of applying appropriate accommodations and modifications to lessons for students in K-12 music classrooms.
- Reflect on experiences both performing and teaching to improve their teaching practice.

Make-Up Policy

Students are expected to submit all coursework on time. However, if an extension is needed, clear communication must occur BEFORE the date listed in Blackboard or the syllabus. Without communicating with Dr. Schultz before submitting, late work will not be graded two weeks beyond a posted deadline.

Communication

Please use your CSU email for all communication. If you are experiencing an emergency, please call my cell phone.

All communication is expected to be professional and courteous. Please begin your email with a greeting and sign your name at the conclusion of the message. If you send an email to me during the week (M-F), you can expect a reply within 24 hours (barring any extenuating circumstances). I will reply on weekends as I am able.

Accommodations

access is the provision of classroom accommodations, auxiliary aids, and services to ensure equal education opportunities for all students regardless of their disability. Any student who believes he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The office is located in MC 147.

Accommodations need to be requested in advance and will not be granted retroactively.

Academic Integrity

You are allowed and encouraged to study with other students outside of class, but any unauthorized assistance received or provided for graded material will not be tolerated. Additionally, plagiarizing others work (using someone else's work as if it were your own) is prohibited. Any violation of this policy will result in a failing grade for that assignment, possibly the entire course.

“Academic honesty is essential to maintain the integrity of the University as an institution and to foster an environment conducive to the pursuit of knowledge. The Cleveland State University Academic Community values honesty and integrity and holds its members to high standards of ethical conduct” (CSU Student Code of Conduct, p. 18). Academic misconduct includes cheating, plagiarism, and tampering.

CSU's Policy on Academic Misconduct is explained in section 3.1.2 of the Student Code of Conduct, which can be found at: <https://www.csuohio.edu/compliance/student-code-conduct>

Inclement Weather

Class cancellations and campus closings impacting our class will follow CSU's Alert Notification Systems. If you have not already done so, please sign up through CampusNet: <https://www.csuohio.edu/campuses/office-hours-and-closing-information-0>. Dr. Schultz will communicate any make-up work due to any inclement weather.

Cell Phone & Technology Policy

All mobile, laptop, or other smart devices are to be used for class-related purposes. Please turn off ringers and alarms during class. You should not be texting, surfing the web, listening to personal music, or using apps not for class without communicating with Dr. Schultz.

Course Evaluations

Course grades based on the following assignments:

- Lesson Plan Repository
 - Seminar leader will check on lesson plans and comment, provide feedback
- Weekly Reflection
 - Students will write a brief description of something that went well, something that did not go as well as they had hoped, and a self-identified goal to work on in the following week. In addition to the reflection, students will provide one lesson they are most proud of for feedback. Reflections and lesson plans should demonstrate growth throughout the student teaching experience.
- Book club
 - Students will read a book at a similar pace and then discuss the book in seminar class. The book will be discussed throughout 3 seminar classes and students are expected to bring questions, thoughts, and main takeaways into the discussions.

- edTPA Portfolio
 - Students will complete a sketch, 4 Task Commentary documents, video clips, lesson plans, and all lesson materials required of them to receive a passing edTPA score.
 - Additional instructions for completing edTPA can be found on Blackboard, the Cleveland State University Office of Field Services (OFS) website, and instructions from OFS personnel.
 - To receive full credit, students must submit all edTPA materials to both Taskstream and Pearson.
- Opioid Abuse Recognition Training
 - Complete and email a screen shot of completion to Dr. Schultz to receive full credit for this assignment.

Grading Scale

All assignments are scored from 0-3 points with a 2 or better receiving a passing score.

Assignment	Score
Lesson Plan Repository	0-3
Weekly Reflection	0-3
Book Club Discussions (3)	0-3
edTPA Portfolio	0-3
Opioid Abuse Recognition	0-3

Grade	A	A-	B+	B	B-	C+	C	D	F
Score	> 2.6	2.5	2.4	2.3	2.2	2.1	2.0	>2.0 >1.5	1.5 or less

COURSE CALENDAR

The course schedule is posted on Blackboard and should be consulted on a regular basis, as it will reflect any changes in content.

Week 1 January 18	BEGIN PLACEMENT 1 Topics: <ul style="list-style-type: none">- Schedule- School Policies and Procedures- Social Media and Images- Setting Yourself Up for Success!- Taskstream- edTPA (briefly) SUBMIT: <ul style="list-style-type: none">- Lesson Plan repository- Acceptable Use Assignment- Weekly Reflection
Week 2 January 25	Topics: <ul style="list-style-type: none">- edTPA Task 1 Overview- Writing effective lesson plans SUBMIT: <ul style="list-style-type: none">- edTPA Sketch by Sunday 1/29- Weekly Reflection
Week 3 February 1	Topics: <ul style="list-style-type: none">- Assessment review- Assessing for student mastery- edTPA Task 2-3 Overview SUBMIT: <ul style="list-style-type: none">- Weekly Reflection
Week 4 February 8	Topics: <ul style="list-style-type: none">- Understanding Rubric Level Progressions for CPAST- Book Club – part 1 SUBMIT: <ul style="list-style-type: none">- Task 1 Commentary by Sunday 2/12- Weekly Reflection

<p>Week 5 February 15</p>	<p>Topics:</p> <ul style="list-style-type: none"> - Safety and Crisis Management in Schools <p>SUBMIT:</p> <ul style="list-style-type: none"> - Task 2 Commentary by Sunday 2/12 - Weekly Reflection <p>Begin Teaching Task 1 Lessons (if you haven't already)</p>
<p>Week 6 February 22</p>	<p>Topics:</p> <ul style="list-style-type: none"> - Assessment as a part of instruction - Fundraising <p>SUBMIT:</p> <ul style="list-style-type: none"> - Task 1 & 2 Commentary Revisions by Sunday 2/26 - Weekly Reflection
<p>Week 7 March 1</p>	<p>First Triad Meeting (CSU faculty, mentor teacher, & you)</p> <p>Topics:</p> <ul style="list-style-type: none"> - Book Club – part 2 <p>SUBMIT:</p> <ul style="list-style-type: none"> - Task 3 Commentary by Sunday 3/5 - All Placement 1 Blackboard assignments (GoReact, Lesson Plans, and Lesson Reflections) - Weekly Reflection
<p>Week 8 March 8</p>	<p>Topics:</p> <ul style="list-style-type: none"> - edTPA AMA (Ask Me Anything) <p>SUBMIT:</p> <ul style="list-style-type: none"> - Task 3 Commentary Revisions (and any outstanding revisions for Task Commentary 1 & 2) by Sunday 3/12 - Upload midpoint attendance to Taskstream - Weekly Reflection
<p>Week 9 March 15</p>	<p>BEGIN PLACEMENT 2</p> <p>NO SEMINAR → CSU Spring Break</p> <p>SUBMIT:</p> <ul style="list-style-type: none"> - Weekly Reflection

<p>Week 10 March 22</p>	<p>edTPA SUBMITTED BY 4/4!</p> <p>NO SEMINAR → Drop in office hours for edTPA help</p> <p>SUBMIT:</p> <ul style="list-style-type: none"> - Upload edTPA materials to Pearson - Upload edTPA materials to Taskstream - Weekly Reflection
<p>Week 11 March 29</p>	<p>edTPA SUBMITTED BY 4/4!</p> <p>NO SEMINAR → Drop in office hours for edTPA help</p> <p>SUBMIT:</p> <ul style="list-style-type: none"> - Upload edTPA materials to Pearson - Upload edTPA materials to Taskstream - Weekly Reflection
<p>Week 12 April 5</p>	<p>Topics:</p> <ul style="list-style-type: none"> - Book Club – part 3 <p>SUBMIT:</p> <ul style="list-style-type: none"> - Weekly Reflection
<p>Week 13 April 12</p>	<p>Topics:</p> <ul style="list-style-type: none"> - Your choice! <p>SUBMIT:</p> <ul style="list-style-type: none"> - Check for document uploads to Blackboard AND Taskstream - Weekly Reflection
<p>Week 14 April 19</p>	<p>Topics:</p> <ul style="list-style-type: none"> - Interviewing and applying for jobs <p>SUBMIT:</p> <ul style="list-style-type: none"> - Weekly Reflection
<p>Week 15 April 26</p>	<p>Topics:</p> <ul style="list-style-type: none"> - Final thoughts - Prepping for your first job <p>SUBMIT:</p> <ul style="list-style-type: none"> - Weekly Reflection

Week 16 May 3	Final Triad Meeting (CSU faculty, mentor teacher, & you) Final Meeting! Topics: <ul style="list-style-type: none">- Celebrate being done!! SUBMIT: <ul style="list-style-type: none">- Check for document uploads to Blackboard- Email final attendance to Dr. Schultz
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****This syllabus is a guide and may be adjusted if needed during the semester****