

**UNLV Student Teacher Supervision  
Elementary and Secondary Experience  
MUS 481E/581E Elementary School Supervised Teaching (6 credits)  
MUS 481S/581S Secondary Teaching Major Field (6 credits)**

**Office Hours:** Since you will be in the field, it is best to contact by e-mail or phone.

**Purpose:** The purpose of supervised teaching (student teaching) is to provide the student with practical, clinical, and hands-on experience in the classroom. Music Education students completing requirements for a K-12 license have two 8-week student placements: one 8-week at the elementary level and one 8-week placement at the secondary level (generally middle school). All students must attend a weekly seminar. The calendar that is part of this syllabus indicates seminar meetings on a weekly basis. The student will follow all procedures and processes indicated in the required handouts and syllabus, and all policies outlined on the UNLV Office of Field Experience website: <http://www.education.unlv.edu/ofe/>

The Student Teaching Seminar, scheduled on Wednesdays at 4:00 p.m. is designed to help students become reflective teachers by providing a forum for collaborative, critical inquiry based on their student teaching experience. The course offers opportunities and frameworks for analyzing classroom situations, the teaching-learning process, classroom management, legal and ethical obligations, current issues in education, and professional goals and development.

**STANDARDS/OBJECTIVES/GOALS:** This course addresses the UNLV Department of Music Program Learning Outcomes (DoM), the National Association of Schools of Music (NASM) Teaching Competencies, and the InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards (2011).

The Student Teaching Field Experience, is designed to help students become reflective teachers by providing a forum for collaborative, critical inquiry based on their student teaching experience. The course offers opportunities and frameworks for analyzing classroom situations, the teaching-learning process, classroom management, legal and ethical obligations, current issues in education, and professional goals and development.

**LEARNING OUTCOMES:** Students will

- Teach students in a K-12 public school(s).
- Design and create age-appropriate lesson plans
- Reflect on observed teaching methods and approaches
- Analyze contemporary classroom situations
- Practice classroom management skills
- Identify legal and ethical obligations in the public school classroom
- Describe and discuss current issues in education
- Develop professional teaching goals

**Department of Music Principles Addressed:**

9. develop and plan for instruction in P-12 settings (Music Education Only)
10. facilitate the technical development and artistic growth of students' musical skills through appropriate pedagogical techniques and methodologies (Music Education Only)

### **National Association of Schools of Music Principles Addressed:**

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,
6. amend, or reject methods and materials based on personal assessment of specific teaching situations.
7. 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.

### **InTASC Standards Addressed:**

**Standard #1: Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Required Materials:**

- 3 Ring Loose-leaf binder for handouts and notes
- **Purchase and registration with Acclaim for course observation evaluations.**
  - Additional information on this will be provided at orientation and is also being sent to you.
- Create an account through the UNLV Office of Field Experience Online Portal so that you can download and read your observation evaluations.

### **Optional Materials:**

- *The First Days of School*, Harry Wong.
- *Teach Like a Champion*, Doug Lemov.

**Attendance Policy:** Students are expected to follow the attendance and teaching policy of the Clark County School District. In the event of an illness, the student must contact the cooperating teaching and the university supervising teacher immediately.

### **Guidelines for Communication, electronic and otherwise:**

1. Always include a subject line.
2. Remember that without facial expressions, some comments may be taken the wrong way.  
Be careful in wording your emails. Use of emoticons might be helpful in some cases.
3. Use standard fonts.
4. Do not send large attachments without permission.
5. Respect the privacy of other class members.
6. Be positive and constructive in group discussions.
7. Introduce yourself to other learners in the chat sessions.
8. Be polite; choose your words carefully; do not use derogatory statements.
9. Be prepared to open the chat session at the scheduled time.
10. Be constructive in your comments and suggestions.
11. Respond in a thoughtful and timely manner.

This document is a guideline only. The instructor reserves the right to make changes in the syllabus if necessary due to time constraints or other unforeseen events. If this is necessary, members of the class will be notified as soon as possible by E-MAIL and posted on the ANNOUNCEMENTS.

**Health Issues:** Students are expected to maintain a state of health that permits them to function in the instruction offered. Proper nutrition and adequate rest form the basis for this condition. For this class students are expected to contribute to class discussions with high energy and interest.

### **Requirements:**

Please refer to your calendar for the semester teaching schedule and program requirements. You will receive a minimum of 3 observations (in-person and/or uploaded video) from your University Supervisor and 3 observations from your Cooperating Teacher for each placement. The following is general information.

**All UNLV Policies are located on the last page of this syllabus**

1. There is a sign-in book in the school office. Please indicate times of arrival and departure. You are expected to follow the daily schedule of the school and your cooperating teacher
2. In case of absence:
  - a. call the school
  - b. call the cooperating teacher
  - c. call the university supervisor

Please note: **Missed time must be made up.**
3. Whenever you teach a lesson, you must have a completed lesson plan, which has been approved by your cooperating teacher. This lesson plan should be available for any observer. It is your responsibility to provide the observation form for the person observing/evaluating the lesson. You are also responsible for distributing copies of the form. Please have lesson plans and observation forms ready for all evaluators upon their arrival.
4. Students are expected to:
  - Student attends all seminar meetings, including Student Teaching Orientation.
  - Student actively engages in all seminar discussions.
  - Submits all lesson plans to University Professor(s) (UP) in a timely manner by e-mail.
  - Submitted plans are complete with stated goals, procedures, strategies and assessments.
  - Student sends timely notice of any absence and follows up with appropriate email to UP.
  - Student submits summary emails after College Of Education seminar meetings.
  - Student meets and provides documentation for weekly CT conferences in a timely manner
  - Student provides lesson plan and assessment sheet for each UP observation.
  - Student provides assessment sheets for CT and requests a minimum of 6 observations.

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

### Library Resources

Students may consult with a librarian on research needs. For this class, the subject librarian is

[https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Any other class specific information**—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)