Introduction for Faculty Colleagues

Course
This course is a study of the various methods employed to teach band, choir, orchestra, and general music in K-12 settings. Candidates learn to effectively plan, design, and implement instruction in developmentally appropriate sequences. Candidates also explore the importance of honoring the diversity found in the classroom and in the vast repertoire of music from many cultures. In addition, there is a focus on the day-to-day administration of these various programs.

Assignment
This Position Paper will be the culminating project for this practicum experience connecting or synthesizing observations, supervised teaching in the classroom, in depth interviews with Cooperating Teachers, and pedagogical approaches learned in this and previous music methods courses.

Learning Outcomes

- Students will actively focus on pedagogical strategies that are developmentally and sequentially appropriate
- Students will develop critical and analytical thinking and listening skills
- Students will be able to effectively plan and teach using proven and researched based approaches that support the national and state standards for music education and then be able to objectively and subjectively reflect on best practices

Criteria
Students will be evaluated on their ability to write a coherent, well-articulated and rational essay that documents the evolution of their mindset as it regards best instructional and administrative practices.
The Assignment I Distribute to Students

MUS 461 – K-12 Music Methods
Position Paper

Instruction: Best Practices--Effective Actions by Teachers and Learning Environments that Facilitate Learning

Connection to course goals
1. Review and discuss the historical, philosophical, and theoretical tenants of music education (and the extent to which they have fostered inclusiveness)
2. Integrate established and recent educational theory into the planning and teaching of music
3. Construct lesson plans and projects using the National Standards and the new North Carolina Essential Standards in Music with particular focus on those standards that speak to inclusiveness, diversity, and global awareness
4. Discuss and then demonstrate knowledge of Dalcroze, Kodály, Orff, and Comprehensive Musicianship through the writing of lesson plans and teaching projects

Task and Format
The assignment requires you to write a Position Paper on the topic given above. The paper should be between 5 to 8 pages, typed double space, with a title page. This paper is the 4th and final paper resulting from the previous 3 essays written on specified topics.

Role and Audience
The paper serves as a valuable tool that will help you develop the skills in writing critical reflections of your student teaching next semester. These reflections will be a part of the portfolio required by the North Carolina Department of Public Instruction. Your paper should be addressed to prospective music educators detailing the evolution of your disposition, knowledge, and skills as it regards the topics of each of the essays leading to this final paper.

Learning Outcomes
The student will be able to critically reflect on their practicum experiences using the following questions:
1. How have your views/perspectives as it relates to instructional practices evolved over the course of the semester?
2. What has been the greatest revelation about best instructional practices?
3. What has been your exposure to diversity and how does the concept of diversity impact how you plan, teach, and respond to students?
4. Are the concepts of inclusiveness/diversity inherent in the instructional approaches taught in your methods courses and in the approaches used by cooperating teachers, how?
5. What are some of the best practices for the day-to-day administration of a classroom and why do those practices resonate with you?

Process
The information you use in this Position Paper will be taken from a series of 3 essays that you will have written over the course of the semester. Each of these essays will have addressed specific aspects mentioned in the questions above. You will have had four conferences with the cooperating teacher where the material in all of the writing has been thoroughly discussed.