

SYLLABUS
School of Music
University of Florida
Spring 2026

MUE 4140: Student Teaching Seminar (3) & MUE 4940: Student Teaching (9)

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Course Description

- *MUE 4140* examines the principles and practices of developing and administering K-12 public school music programs. Co-requisite: MUE 4940.
- *MUE 4940* is student teaching in selected classrooms of public schools. Special seminars and continuous evaluation of teaching experiences occur. To enroll in MUE 4940, all coursework must be completed except MUE 4140. Co-requisite: MUE 4140.

Required Texts

- Clements, A. C., Watts, S. H., & McCall, D. C. (2021). *A field guide to student teaching in music* (2nd Ed.). Routledge.
- Journal articles and other resources will be available through Canvas

Additional Resources

- Students will be provided with a copy of the music education Student Teaching Handbook, which contains additional information and requirements for which they are responsible.
- A Canvas course site has been established for use in these courses. To access it use a World Wide Web browser and open the following URL: <https://ufl.instructure.com/>

Course Goals

Through full participation in these courses, the pre-service music teacher will:

1. **plan** music instruction for K-12 school music students that includes alignment of (a) music learning outcomes that address curricular goals and standards, (b) materials and resources appropriate to the learning context, (c) varied instructional strategies and learning activities, and (d) assessment of learning outcomes.
2. **teach** K-12 music students through implementation of varied teacher- and student-directed learning activities that include providing frequent, specific, formative feedback.
3. **assess** student learning using assessment instruments and techniques appropriate to the developmental level of students, the specific learning environment, and that align with learning outcomes.
4. **reflect** on the teaching-learning process to inform future planning and teaching, and to continually improve as a music educator.
5. **manage** the classroom environment, including classroom procedures, student behavior, and the physical space.
6. **exhibit** professional dispositions in all interactions with students, K-12 teachers, K-12 administrators, parents, the local community, and university supervisors.
7. **meet** all Florida Educator Accomplished Practices (FEAPs) at a minimum level of *Accomplished*.

UNIVERSITY OF FLORIDA POLICIES

All of University of Florida's [policy and resources can be viewed here](#).

ATTENDANCE

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

UNIVERSITY POLICY ON ACCESSIBILITY

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY GRADES AND GRADE POINTS POLICY

The university grades and grade points policy can be viewed here:
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

UNIVERSITY ACADEMIC HONOR POLICY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

HEALTH AND WELLNESS RESOURCES

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center <https://counseling.ufl.edu/>, 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS) Student Health Care Center, 352-392-1161
- University Police Department 352-392-1111 (or 9-1-1 for emergencies) – <http://www.police.ufl.edu/>

COURSE EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be

notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ASSIGNMENTS & ACTIVITIES

No late assignments or presentations will be accepted. Attendance and punctuality are expected and required. It should be noted that while you are able to use Generative AI in this class, it should be a tool you used and not the only method. Please note that AI can support you in lesson planning, writing tasks, etc. but it cannot (and should not) be a replacement for reflective practices, intentional planning, and supporting all students in your classroom. If you have any questions about when to and not to use Generative AI, please reach out to Dr. Schultz.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies.](#)

In addition to the responsibilities outlined in the *Student Teaching Handbook*, student teachers will complete the following assignments:

Professional Reading and Discussion

Read the articles and other assigned materials. Be prepared to discuss them with classmates during seminars.

Weekly Log

By **11:59 PM each Saturday**, submit a log in Canvas that summarizes and reflects on your student teaching experience for the previous week. Describe what took place during the previous week and reflect on how your experiences are shaping you as a teacher? Think about what went well, new things you learned, self-diagnosed areas for improvement, and any other details you feel are pertinent. In addition, each week include a *technology audit* (list of all technology you used that week, with a brief description of how it was used) as part of your log.

Strive for a minimum of 1.5 - 2 pages of double-spaced text (approximately 375-500 words). Use your BEST professional writing in these logs. As teachers, we represent ourselves in various ways, including through the written word when communicating with parents, fellow teachers, administrators, and others. Practice writing in clear sentences, coherent paragraphs, using professional language, and so on. Please proofread before hitting the submit button.

Lesson Plan Repository

Maintain a repository of lesson plans from all lessons you've taught in Dropbox or Google Drive. **This should be updated weekly.** Provide Dr. Schultz and your university supervisor with access to this repository by submitting the link in Canvas. If using Google Drive, be sure you have the permissions set correctly so that the repository can be viewed by anyone with the link.

Rehearsal/Class Recording and Reflection

Regularly (once per week, or even more frequently) video and/or audio record your classes and/or rehearsals. After watching/listening to the recordings, reflect on strengths and weaknesses of your students and yourself to continually improve as a music educator. You might consider using the criteria on [these observation checklists](#) to assess yourself. Select one recording of a teaching episode from the

first placement to share with the class at midterm. Select one recording of a teaching episode from the second placement to share with the class at the end of the semester.

Observation

At least one time during the first placement, and one time during the second placement, observe another teacher in your school who has the reputation of being an excellent educator. This should *not* be a music teacher. Reflect on what you observe and how it can be applied to your work as a music educator. Your reflection on each observation should be approximately two double-spaced pages.

Professional Development

During this semester, engage in some form of in-person, purposeful, professional development. Options may include activities such as professional development sessions for teachers held at the school where you are teaching, local Florida Bandmaster Association (FBA) or Florida Orchestra Association (FOA) meetings or events, or weekend Orff workshops. Events other than these are also possible but must be approved by the instructor. Write and submit a 1.5 - 2 page (double spaced, 12-point font) reflection on the experience that summarizes it and discusses what you learned as a teacher from participating in it.

Cover Letter and Resume

Create a cover letter and resume for a real or fictitious music teaching position. Further details of this assignment will be discussed.

Student Teaching Impact Project

As part of University of Florida College of Education, Florida Department of Education, and accreditation (CAEP - <http://caepnet.org>) requirements, the impact that UF pre-service music educators have on the learning of the K-12 students they teach must be documented. During one of your student teaching placements (typically the second one), you will complete a project designed to develop your understanding and skill in designing instruction where assessment practices and principles of data management and analysis are essential components. Further details of this project will be provided.

Seminar Participation

In addition to our on-campus, full-day meetings, we will have two additional online seminars using the Zoom video conferencing system. The dates for all seminars are indicated on the course calendar.

You are expected to complete assigned readings before each seminar and be prepared to discuss points you found interesting in the article during our seminar meetings. You should also have access to the readings (either in digital or hard copy form) during the seminar so you can refer to them during our discussion.

ASSESSMENT & GRADING

- Written and verbal feedback will be provided to the student from their University Supervisor and Cooperating Teacher.
- Other assignments and activities will be assessed by Dr. Schultz.
- Students will receive a letter grade (A, B, C, D, F) for MUE 4140.
- MUE 4940 is graded S/U.
- Grading will adhere to the University of Florida *Grades and Grading Policies*, which can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

MUE 4140	MUE 4940
<p><i>Assignments and grade weight:</i></p> <ul style="list-style-type: none"> • Professional reading and discussion - .10 • Weekly Log - .10 • Lesson Plan Repository - .10 • Rehearsal/Class Recording and Reflection -.15 • Observations - .10 • Cover letter & resume - .10 • Professional development - .10 • Impact Project - .15 • ePortfolio - .10 	<p><i>A grade of "S" will be received when:</i></p> <ul style="list-style-type: none"> • The Impact Project must be completed at a minimum of an Accomplished level, as assessed by the University Supervisor, in order to pass MUE 4940 (Student Teaching). • An overall rating of <i>Accomplished</i> is received on the final student teacher <i>Intern Evaluation</i> by the Cooperating Teacher and University Supervisor, during both placements.

Grading Scale		Letter to Numerical Grade Conversion		
		<i>Letter Grade</i>		<i>Numerical Equivalent</i>
93-100	A	A		95
90-92	A-	A-		91
87-89	B+	B+		88
83-86	B	B		85
80-82	B-	B-		81
77-79	C+	C+		78
73-76	C	C		75
70-72	C-	C-		71
67-69	D+	D+		68
63-66	D	D		65
60-62	D-	D-		61
59 & below	F	F		55

COURSE CALENDAR

See reading assignments and other details as posted in the Canvas course site.

January

12 Seminar #1 – 9:00 am – 3:30 pm in MUB TBD

13 First Placement Begins

16 In Canvas, post your (a) teaching schedule –name of class and time of each class; (b) cooperating teacher's name, email address, and school phone #; (c) school's name and physical address

29 Seminar #2 – 3:15 pm – 4:45 pm (Zoom)

February

26 First Placement Ends

27 Seminar #3 – 9:00 am – 2:45 pm (Campus)

March

2 Second Placement Begins

6 In Canvas, post your (a) teaching schedule –name of class and time of each class; (b) cooperating teacher's name, email address, and school phone #; (c) school's name and physical address

26 Seminar #4 – 3:15pm – 4:45 pm (Zoom)

April

21 Second Placement Ends

22 Seminar #5 – 9:00 am – 3:30 pm in MUB TBD

This syllabus is a guide. It may be varied as needed.