MUS 765:U820T  Supervision & Administration of the School Music Program

Fall 2017  3 Sem. hr. credit
Instructor: Dave Sanderson  Phone: 677-5270 (Office)
Office: Room 128 CFA (USD)  Email: David.N.Sanderson@usd.edu

Required Texts:


Supplementary Resources:


Research and Journal Articles (TBA).

Course Goals: MUS 765 is a graduate level course designed to introduce the music educator to the various aspects of supervision and administration of a K-12 music program. Specifically, the student will:

- Justify the necessity of K-12 music education in the school based on research;
- Develop the knowledge and skills to administer an entire K-12 music program and apply them in his/her current teaching situation;
- Develop a K-12 music curriculum aligned with the Common Core Arts Standards and reflecting current research;
- Apply best practices of setting content objectives, aligning assessments, sequencing instruction, and evaluating instruction in music classrooms.
- Develop the ability to research and synthesize a large body of information and express concluding ideas in a coherent, logical manner.

IDEA Goals: The following IDEA goals apply to this graduate course:

- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)
Developing Skill in expressing oneself orally or in writing

Course Sequencing: Each weekly module will be available to students beginning on Monday at 12:00 AM CT. All readings, discussions, postings, so forth for the module must be completed by 11:59 PM CT on Sunday. The initial response to the discussion questions must be posted by Friday at 11:59 PM CT.

Instructional Method: This course will be instructed entirely on-line via Desire2Learn (http://d2l.sdbor.edu). Each week you will be required to complete a number of readings and assignments as outlined in the Class Schedule and Projects sections below. You should anticipate from 3 to 5 hours weekly for course readings and discussions. Projects will require additional time. Your level of participation in the course will be directly proportional to your class experience. Students are required to make sufficient progress in the course. This includes participation in the weekly discussions. Anyone missing more than one discussion may, at the discretion of the instructor, be removed from the course.

Course Assessments: Module Discussions (15 @ 10 pts. per) 150 points
Music Education Rationale/Philosophy Paper 50 points
Budget Project 50 points
Music Teaching Evaluation Plan 50 points
Chapter Overviews (2 @ 25 pts. Per) 50 points
K-12 Curriculum Map 200 points
TOTAL 550 points

Assignment 1 – Module Questions:
Each weekly Module contains readings and questions for your reflection. The questions will be posted in the “Discussion” section of the course. Please respond to each question in the Module. Your responses do not need to be lengthy – one or two paragraphs are sufficient – content is more important than length. Then, once you have completed your response, please respond to at least three of your classmates’ posts. The purpose here is to engage in a dialogue on the week’s topic. Of course, you may respond to more than three other posts if you wish. (150 points)

Weekly discussion points will be awarded based on the following rubric:

| Post a response to instructor’s question by Friday @ 11:59 PM CT | 2 Points |
| Initial post is substantive | 3 Points |
| Respond to 2 peer posts by Sunday at 11:59 p.m. | 2 Points |
| Responses to peer posts are substantive | 3 Points |
| TOTAL | 10 Points |

Assignment 2 – Philosophy Paper:
From the viewpoint of a music supervisor/educator, develop a 2-5 page, double-spaced, typed statement of your personal philosophy for justification of music in a K-12 school system. Substantiate your rationale through research, scholarship, and other resources. Be sure to
conform to APA style when using quotes, citations, and references. It is expected that you will submit a rough draft 2 weeks prior to the assignment deadline. (50 points)

Written assignments #2 will be graded using the following grading rubric:

<table>
<thead>
<tr>
<th></th>
<th>Standard</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thoroughness</strong></td>
<td>Attention is paid to all aspects of the assignment. (20 pts)</td>
<td>Attention is paid to almost every aspect of the required assignment. Only minor oversights evident. (15 pts)</td>
<td>Attention is paid to some aspects of the required assignment. A few major oversights evident. (10 pts)</td>
<td>Little attention paid to the required assignment. Many major oversights evident. (5 pts)</td>
<td></td>
</tr>
<tr>
<td><strong>Thoughtfulness</strong></td>
<td>Assignment shows a high degree of thoughtfulness about the topic evidenced by novel thinking. Implications and multiple perspectives are considered. Work marked by excellence in detail. (20 pts)</td>
<td>Assignment shows solid evidence of thoughtfulness about the topic. Implications and/or multiple perspectives are considered at about same effort as other work. (15 pts)</td>
<td>Assignment shows a modest degree of thoughtfulness about the topic. Evidence of concreteness. Below average effort compared to other work. (10 pts)</td>
<td>Assignment shows sparse evidence of thoughtfulness about the topic. Little evidence of critical thinking about implications and/or multiple perspectives. (5 pts)</td>
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</tr>
<tr>
<td><strong>Professional Writing Quality:</strong></td>
<td>Assignments are well organized, understandable clearly presented, concise, and grammatically correct. The writer exhibits a high quality, professional writing style. (10 pts)</td>
<td>Assignments are well organized, understandable clearly presented, concise, and grammatically correct. Writing style contains only slight errors. (7.5 pts)</td>
<td>Assignment is marginally organized, reasonably understandable, presented adequately, fairly concise, and mostly grammatically correct. Multiple errors are evident in the writing. (5 pts)</td>
<td>Assignment is inadequately organized, not easily understood, hard to follow, either too wordy or sparse, and grammatically incorrect. Poor writing is evident. (2.5 pts)</td>
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**Assignment 3 – Budgeting for a K-12 Music Program:**
You are the Music Supervisor (Area Head) for the music department in you school. Your superintendent has allotted a budget of $9,000.00 for the school year to spend on all K-12 music
education program, elementary, junior high, and high school. How will you appropriate the
funds? That is, how much money will you allow for the elementary (K-6) general music
program, the elementary band and choir program, the junior high general music, band and choir
programs, and the high school choral and instrumental programs? Create a detailed budget for
each area. Then, briefly justify your appropriated funding and how the money will be spent (i.e.
line items in each area). (50 points)

Assignment 4 – Music Teacher Observation Model:
Design (an) observation plan(s) to evaluate classroom and ensemble music teaching accounting
for typical components of teacher observation models such as Danielson & Marzano (e.g.
preparation, classroom management, pacing, student report, assessment practices, etc.) while also
addressing components specific to music teaching (e.g. musical content, rehearsal effectiveness).
Include a short (1-2 page) rationale to justify your observation model. It is expected that you will
submit a rough draft 2 weeks prior to the assignment deadline.

Assignments 3 & 4 will be evaluated based on the following rubric:

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<tr>
<td>Thoroughness</td>
<td>Attention is paid to all aspects of the assignment. (25 pts)</td>
<td>Attention is paid to almost every aspect of the required assignment. Only minor oversights evident. (20 pts)</td>
<td>Attention is paid to some aspects of the required assignment. A few major oversights evident. (15 pts)</td>
<td>Little attention paid to the required assignment. Many major oversights evident. (10 pts)</td>
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<td>Assignment shows a high degree of thoughtfulness about the topic evidenced by novel thinking. Implications and multiple perspectives are considered. Work marked by excellence in detail. (25 pts)</td>
<td>Assignment shows solid evidence of thoughtfulness about the topic. Implications and/or multiple perspectives are considered at about same effort as other work. (20 pts)</td>
<td>Assignment shows a modest degree of thoughtfulness about the topic evidenced by concreteness. Below average effort compared to other work. (15 pts)</td>
<td>Assignment shows sparse evidence of thoughtfulness about the topic. Little evidence of critical thinking about implications and/or multiple perspectives. (10 pts)</td>
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Assignment 5 – Chapter Reviews:
For both Weeks 13 & 14, each student will read one assigned chapter from the Conway and write
a two page (maximum of three) report of the chapter. The first page should consist of an
overview of the chapter, taking care to summarizing the main points of the author (if you feel it
is warranted a second page may be included, but no more). For the second page you will share
strategies, activities, and assessments presented in your chapter into your, or someone else’s curriculum. These can either be ideas directly taken from the chapter, or your own original ideas that apply the concepts discussed in your chapter. For this second page you may opt to you lists or bullet points. Each chapter review will be posted to the discussion board to share ideas with your classmates that may help in completing your curriculum projects (assignment 6).

Assignment 5 (each Chapter Review) will be evaluated based on the following rubric:

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<td><strong>Thoroughness</strong></td>
<td>Attention is paid to all aspects of the assignment. (10 pts)</td>
<td>Attention is paid to almost every aspect of the required assignment. Only minor oversights evident. (8 pts)</td>
<td>Attention is paid to some aspects of the required assignment. A few major oversights evident. (6 pts)</td>
<td>Little attention paid to the required assignment. Many major oversights evident. (4 pts)</td>
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<td><strong>Professional Writing Quality:</strong></td>
<td>Assignments are well organized, understandable clearly presented, concise, and grammatically correct. The writer exhibits a high quality, professional writing style. (5 pts)</td>
<td>Assignments are well organized, clearly presented, concise, and grammatically correct. Writing style contains only slight errors. (4 pts)</td>
<td>Assignment is marginally organized, reasonably understandable, presented adequately, fairly concise, and mostly grammatically correct. Writing is evident. (3 pts)</td>
<td>Assignment is inadequately organized, not easily understood, hard to follow, either too wordy or sparse, and grammatically incorrect. Poor writing is evident. (2 pts)</td>
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Assignment 6 – K-12 Curriculum Guide Project:

As part of this class you will begin to design a K-12 curriculum guide. This project will consist of four main components: Program Needs/Rationale; Goals & Objectives; Assessments, and Activities/Sequence. For this project you will not need to develop an entire K-12 music curriculum, rather it is to serve as practice of the curriculum writing process and provide a possible starting point should you need to revise your curriculum in the future. You will choose a single grade band and area (e.g., K-5 general music; 5-8 Orchestra; 7-12 Vocal; 6-8 General Music; etc.) for the basis of this project.

Part 1: Program Needs & Rationale (Draft Due Week 7)

For this part of the project, you will identify at least 4 needs of your music program and provide a rationale for why they are important (1-2 paragraphs each). For your draft you should at least identify 4 needs.

Part 2: Goals & Objectives (Draft Due Week 9)

For this part of the project, you will identify at least 4 learning goals for your music program (at least 1 related to the Creating/Performing/Responding/Connecting framework of the NCCAS). Underneath each goal you will identify at least 3 specific learning objectives. For your draft you should at least identify 4 goals and 1 objective per goal.

Part 3: Assessments (Draft Due Week 11)

For this part of the project you will identify at least 1 appropriate assessment for each of the 12 objectives (or a selection of 12 of your objective) you identified in Part 2 of the project. For each assessment you will provide a brief description of its scope and how it relates to its corresponding learning objective (1-2 sentences, no more than a paragraph). For your draft you should identify at least 1 assessment for a Creating, Performing, Responding, and Connecting objective.

Part 4: Activities/Sequence (Draft Due Week 13)

For this part of the project you will develop at least 4 sequences of instruction that align with a single objective you identified in Part 2 and culminate in a corresponding assessment you identified in Part 3. For this part of the project you will provide a brief description (~1 paragraph) of students’ prior knowledge to the sequence and provide an outline of activities. Learning activity sequences should include a minimum of 5 instructional days, but only need to require 10-25 minutes per class. For your draft you should provide at least one outline of a learning sequence.

Part 5: Reflection (No Draft Required)

For this part of the project you will write a short (1-2 page) reflection of the project, including your thoughts on the curriculum development process and what you gained from the experience.

Assignment 6 (each Chapter Review) will be evaluated based on the following rubric:
### Thoroughness

<table>
<thead>
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<tbody>
<tr>
<td>100 pts</td>
<td>Attention is paid to all aspects of the assignment.</td>
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<td>80 pts</td>
<td>Attention is paid to almost every aspect of the required assignment. Only minor oversights evident.</td>
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<td>60 pts</td>
<td>Attention is paid to some aspects of the required assignment. A few major oversights evident.</td>
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<td>40 pts</td>
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### Thoughtfulness

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<td>80 pts</td>
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<tr>
<td>60 pts</td>
<td>Assignment shows a modest degree of thoughtfulness about the topic.</td>
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<td>40 pts</td>
<td>Assignment shows sparse evidence of thoughtfulness about the topic. Little evidence of critical thinking about implications and/or multiple perspectives.</td>
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### Grading Scale:

- **A (90 – 100%)** 495 - 550
- **B (80 – 89.99%)** 440 – 494.99
- **C (70 – 79.99%)** 385 – 439.99
- **D (60 – 69.99%)** 330 – 384.9

**NOTE 1:** All written work must be type-written and double-spaced. Assignments must be submitted on time to receive full credit. Feedback from the instructor and grades will be returned within one week after the conclusion of each discussion topic, project, and synthesis paper.

**NOTE 2:** For larger assignments, there will be a deadline to submit a rough draft. This is to help spread the workload of the class and provide an opportunity for feedback. For a rough draft I only expect to see evidence that you’ve put some thought into the assignment. While I appreciate Completeness/Spelling/Grammar/Citations/Logical Flow/Etc., for any draft assigned a rough outline can suffice. Failure to submit a draft will result in a 5% reduction in the final grade of the assignment.

Specific objectives for this course and how they will be assessed are as follows:

<p>| Objective | Assessment |</p>
<table>
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<tbody>
<tr>
<td>1.</td>
<td>Justify the necessity of K-12 music education in the school based on research;</td>
<td>Rationale/Philosophy Paper Module discussions</td>
</tr>
<tr>
<td>2.</td>
<td>Develop the knowledge and skills to administer an entire K-12 music program and apply them in his/her current teaching situation;</td>
<td>Module discussions Budget Project Teacher Observation Model</td>
</tr>
<tr>
<td>3.</td>
<td>Develop a K-12 music curriculum aligned with the Common Core Arts Standards and reflecting current research;</td>
<td>Curriculum Project</td>
</tr>
<tr>
<td>4.</td>
<td>Apply best practices of setting content objectives, aligning assessments, sequencing instruction, and evaluating instruction in music classrooms;</td>
<td>Teacher Observation Model Curriculum Project</td>
</tr>
<tr>
<td>5.</td>
<td>Develop the ability to research and synthesize a large body of information and express concluding ideas in a coherent, logical manner.</td>
<td>Module discussions Philosophy Paper Curriculum Project</td>
</tr>
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</table>

**Academic Dishonesty:** The Student Code of Conduct, as defined in the University of South Dakota Student Handbook, “prescribes standards to guide individual choices” and continues by defining *misconduct* to include “all forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism.” Furthermore, *plagiarism* is defined as “intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.” The College of Fine Arts Policy of Plagiarism states the following:

“A student who, in the professional opinion of the course instructor based upon significant tangible evidence, is determined to have committed plagiarism, shall be notified of the instructor’s intention to drop said student with the grade of “F” through an instructor-initiated drop form. The student has 3 days subsequent to notification to appeal the decision to the instructor. Should the student fail to appeal the action, or fail to convince the instructor of his/her innocence, the drop will be formalized. This action will become a permanent entry in the student’s departmental file.”

**University Policies**

**Academic Integrity**

The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf.
No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

1. Given a zero for that assignment.
2. Allowed to rewrite and resubmit the assignment for credit.
3. Assigned a reduced grade for the course.
4. Dropped from the course.
5. Failed in the course.

**Freedom in Learning**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

**Disability Accommodation**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center (605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilitieservices@usd.edu

**Diversity and Inclusive Excellence**

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

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**Course Outline/Assignments – Tentative Schedule**

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<thead>
<tr>
<th>Week/Topics</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
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| Week 1: Introduction | Text Readings (2)  
Hansen: Chapters 1-2 (18 pp.)  
Conway: Chapter 1 (20 pp.) | Due 11:59 PM CT on Friday, Aug. 25  
- Initial Discussion Posting (2)  
Due 11:59 PM CT on Sunday, Aug. 27  
- Responses to peer’s discussion postings (4) |
|---------------------|-----------------------------|--------------------------------------------------|
| Week 2: Philosophy & Advocacy in Music Education | Text Readings (2)  
Conway: Chapter 2 (30 pp.)  
Hansen Chapter 4 (10 pp.)  
Online Readings/Resources (2)  
McCarthy & Goble (2002)  
Elpus (2007) | Due 11:59 PM CT on Friday, Sept. 1  
- Initial Discussion Postings (2)  
Due 11:59 PM CT on Sunday, Sept. 3  
- Responses to peer’s discussion postings (4) |
| Week 3: Legal & Ethical Issues in Music Education | Text Readings (1)  
Hansen: Chapter 8 (15 pp.)  
Online Reading  
Drummond (2015) | Due 11:59 PM CT on Friday, Sept. 8  
- Initial Discussion Posting  
Due 11:59 PM CT on Sunday, Sept. 10  
- Responses to peer’s discussion postings (2)  
- Submit Philosophy Paper Rough Draft (via Dropbox) |
| Week 4: Financing the Music Program | Text Readings (1)  
Hansen: Chapter 6 (9 pp.)  
Online Readings (1)  
NAfME Opportunity-to-Learn Standards (~15 pp.) | Due 11:59 PM CT on Friday, Sept. 15  
- Initial Discussion Postings  
Due 11:59 PM CT on Sunday, Sept. 17  
- Responses to peer’s discussion postings (2)  
- Complete all online readings |
| Week 5: Introduction to Curriculum Development | Text Readings (2)  
Conway: Chapter 21 (10 pp.)  
Hansen: Chapter 3 & 7 (22 pp.) | Due 11:59 PM CT on Friday, Sept. 22  
- Initial Discussion Postings  
Due 11:59 PM CT on Sunday, Sept. 24  
- Responses to peer’s discussion postings (2)  
- Complete all online readings  
- Submit Philosophy Paper Final Draft (via Dropbox) |
| Week 6: Curriculum Development Models | Text Readings (2)  
Conway: Chapters 4-5 (38 pp.)  
Online Readings | Due 11:59 PM CT on Friday, Sept. 29  
- Initial Discussion Postings  
Due 11:59 PM CT on Sunday, Oct. 1  
- Responses to peer’s discussion postings (2)  
- Complete all online readings  
- Submit Budget Proposal (via Dropbox) |
| Week 7: Curriculum & Standards | Text Readings (1)  
Duke: Preface, Chapters 1-2 (48 pp.)  
Online Readings (1) - Skim  
NCCAS (2014)  
SDFAS (2015) | Due 11:59 PM CT on Friday, Oct. 6  
- Initial Discussion Postings  
Due 11:59 PM CT on Sunday, Oct. 8  
- Responses to peer’s discussion postings (2)  
- Complete all online readings  
- Submit Draft of Program Needs & Rationale for Curriculum Project (Discussion Board) |
| Week 8: National Coalition for Core Arts Standards & SD Fine Arts Standards | Text Readings (1)  
Conway: Chapter 6 (18 pp.)  
Online Readings (2)  
NCCAS (2014)  
SDFAS (2015) | Due 11:59 PM CT on Friday, Oct. 13  
- Initial Discussion Postings  
Due 11:59 PM CT on Sunday, Oct. 15  
- Responses to peer’s discussion postings (2)  
- Complete all online readings |
| Week 9: Assessment in Music Education | Text Readings (1)  
Duke: Chapter 3 (40 pp.)  
Online Readings & Lecture | Due 11:59 PM CT on Friday, Oct. 20  
- Initial Discussion Postings  
Due 11:59 PM CT on Sunday, Oct. 22  
- Responses to peer’s discussion postings (2)  
- Complete all online readings |
| Week 10: Planning & Delivering Instruction | Text Readings (1)  
Duke: Chapters 4 & 5 (50 pp.) | - Submit Draft of Learning Goals & Objectives for Curriculum Design Project (Discussion Board)  
Due 11:59 PM CT on Friday, Oct. 27  
- Initial Discussion Postings  
Due 11:59 PM CT on Sunday, Oct. 29  
- Responses to peer’s discussion postings (2)  
- Complete all online readings |
| --- | --- | --- |
| Week 11: Student Music Learning | Text Readings (1)  
Duke: Chapters 6, 7, & 8 (40 pp.) | - Submit Draft of Assessments for Curriculum Design Project (Discussion Board)  
Due 11:59 PM CT on Friday, Nov. 3  
- Initial Discussion Postings  
Due 11:59 PM CT on Sunday, Nov. 5  
- Responses to peer’s discussion postings (2)  
- Complete all online readings  
Initial Discussion Postings  
Due 11:59 PM CT on Sunday, Oct. 29  
- Responses to peer’s discussion postings (2)  
- Complete all online readings |
| Week 12: Evaluating Music Teaching | Text Readings (1)  
Hansen: Chapter 5 (10 pp.)  
Online Readings | - Submit Teacher Observation Evaluation Rough Draft (via Dropbox)  
Due 11:59 PM CT on Friday, Nov. 10  
- Initial Discussion Postings  
Due 11:59 PM CT on Sunday, Nov. 12  
- Responses to peer’s discussion postings (2)  
- Complete all online readings |
| Week 13: Topics in Curriculum | Text Readings (1)  
Assigned selection from Conway  
One chapter from:  
7-13; 16-17, or 20 (20-30 pp.) | - Submit 1st Selected Chapter Overview & Suggestions (Discussion Board)  
- Submit Draft of Assessments for Curriculum Design Project (Discussion Board)  
Due 11:59 PM CT on Sunday, Nov. 19  
- Initial Discussion Postings  
Due 11:59 PM CT on Sunday, Nov. 12  
- Responses to peer’s discussion postings (2)  
- Complete all online readings |
| Week 14: Topics in Curriculum | Text Readings (1)  
Assigned selection from Conway  
One chapter from:  
7-13; 16-17, or 20 (20-30 pp.) | - Submit 2nd Selected Chapter Overview & Suggestions (Discussion Board)  
- Submit Teacher Observation Evaluation Assignment (via Dropbox)  
Due 11:59 PM CT on Friday, Dec. 1  
- Initial Discussion Postings  
Due 11:59 PM CT on Wednesday, Dec. 6  
- Responses to peer’s discussion postings (2)  
- Complete all online readings |
| Week 15: Professional Development in Music Education | Text Readings (1)  
Conway: Chapter 19 (30 pp.) | - Submit K-12 Curriculum Final Draft (Needs/Goals/Assessments/Activities) (via Dropbox)  
Due 11:59 PM CT on Monday, Dec. 4  
- Initial Discussion Postings  
Due 11:59 PM CT on Wednesday, Dec. 6  
- Responses to peer’s discussion postings (2)  
- Complete all online readings |
| Week 16: | No assigned readings. | No assigned readings. |