

Music Lasts A Lifetime
The 2012 Wisconsin State Music Conference
COURSE SYLLABUS
EDUC 548-072

COURSE NAME: 2012 Wisconsin State Music Conference
CREDITS: 1 credit
COURSE DATES: October 24 - 27, 2012
LOCATION: Monona Terrace, Madison

INSTRUCTOR: Tim Schaid, Executive Director
Wisconsin Center for Music Education
1005 Quinn Drive
Waunakee, WI 53597

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DESCRIPTION:

The State Music Conference is Wisconsin's largest annual gathering of music educators and student musicians. More than 1,400 music educators, 1,400 performers, and a full complement of industry experts, clinicians, and guest conductors will meet to listen, share ideas, and develop opportunities. Sessions include workshops on improvisation, composition, conducting, technology, literacy development through music, and much more.

OBJECTIVES:

- To gain skills, knowledge, and resources for implementation in the educational environment.
- To share ideas and information with others in the profession.
- To continue working toward professional development and growth in music and music education.

STANDARDS ADDRESSED*:

Wisconsin Teaching Standards (PI 34.02) addressed in this course will cover components of: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Wisconsin Music Standards (Model Academic Standards for Music) addressed in this course will cover components of: A, B, C, D, E, F, G, H, I.

OUTLINE OF CONTENT:

Please see the attached credit validation form for a complete schedule of events, or visit www.wmea.com/conference.

METHODOLOGY:

Lecture, small group discussions, videos, ITV, LCD presentations, overheads, large and small group sharing sessions, performances, and other related teaching and presentation aids will all be covered in the various performances, lectures, large and small group work and general sessions.

* Please see box on final page for standards descriptions

ASSIGNMENTS AND REQUIREMENTS:

1. Attendance at the conference of at least 15 contact hours (two full days or equivalent) is required. Evening and Saturday sessions may also be included in the 15 hours.
2. Completion of the Viterbo Graduate Credit Validation Form, available both on our website (<http://www.wsmamusic.org/center/GraduateCreditInformation.htm> and www.wmea.com) and at Conference Headquarters on the main floor of the convention center. Participants unable to complete the validation form by the end of the conference must mail their forms to Tim Schaid, Executive Director, Wisconsin Center for Music Education, 1005 Quinn Drive, Waunakee, WI 53597– **no later than November 9, 2012**. Forms turned in after this date will not be graded, and beyond this deadline no credit can be awarded for this conference.
3. A detailed written report (3-4 pages) addressing at least one application idea gained from each session attended. Participants will be expected to identify each application idea, develop the idea for implementation in their classroom or at their school and provide methods for evaluating the impact the application idea has had on student learning and achievement. Reports must be submitted **by November 9, 2012** and may be emailed to Tim Schaid, schaidt@wsmamusic.org or sent to Tim Schaid, Executive Director, Wisconsin Center for Music Education, 1005 Quinn Drive, Waunakee, WI 53597

REQUIRED READING:

Participants are required to read the multiple handouts that are presented during the individual sessions they attend. These handouts are also available online after the conference in concludes. Copies will be made available upon request.

GRADING/METHODS OF EVALUATION:

Participation and written work should be done at the highest standard of quality at the graduate level and needs to include the following:

- A 100% attendance during the time-frame illustrated in this syllabus; participation in small and large group discussions and sharing sessions; readings and written reports. Superior graduate work. This indicates not only high achievement, but also an unusual degree of initiative.
- AB 90% of the above assignments. Above average graduate work.
- B 85% of the above assignments. Satisfactory and average work.
- BC 80% of the above assignments. Less than average graduate work.
- C 75% of the above assignments. Work is barely passing at the graduate level.
- F Did not attend 100% of training and/or did unsatisfactory graduate work.

If below a C is to be awarded, it means that participant did not complete the written assignments on time and in a satisfactory manner. All students must obtain a grade of C or better to pass. The following rubric details the above grading scale more specifically:

Criteria	Superior 5	Very Good 4	Average 3	Fair 2	Poor 1
Workshop Requirements	Attended all required workshop sections and completed all required readings and assignments within the specified timeframe.	Attended all required workshop sections; most required assignments were completed on time.	Attended all required workshop sections; at least half of the required assignments were completed on time.	Attended all required workshop sections; required assignments were often late or incomplete.	Did not attend the entire workshop or did not complete the required assignments.
Participation	Highly engaged in workshop discussions and activities. Demonstrates excellent quality in discussion activities.	Attentive to workshop activities with active participation. Demonstrates very good quality in discussion activities.	Minimally engaged in workshop discussions and activities. Demonstrates adequate quality in discussion activities.	Little attention to workshop activities with reluctant participation. Demonstrates poor quality in discussion activities.	Indicates no interest in being involved in workshop activities and makes no effort to participate.
Writing Style	Exceptionally well written and clear; few spelling or mechanical errors; logical progression of ideas.	Very well written and clear; few spelling or mechanical errors; logical progression of ideas.	Mostly well written and concise; some spelling and/or mechanical errors; mostly logical progression of ideas.	Some sections not clear and concise; some spelling and/or mechanical errors; some sections not logically presented.	Most explanations were unclear and wordy; frequent spelling and/or mechanical errors; not presented logically.
Comprehension and Application	Demonstrates excellent and consistent understanding of topics covered; innovative and creative ideas for classroom application.	Demonstrates clear understanding of topics covered; creative ideas for classroom application.	Demonstrates minimal understanding of topics covered; practical ideas for classroom application.	Some difficulty with understanding workshop subject matter; ideas for classroom application not entirely practical or logical.	Appears not to understand workshop subject matter or materials; is unable to identify ideas for classroom application.

Grading Scale: 19-20 A
 17-18 AB
 14-16 B
 13-14 BC
 8-12 C
 4-7 F

The Viterbo University Graduate Studies in Education Program has adopted a Teacher As Reflective Decision Maker Model and the Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course is designed to contribute to the development of one or more of the WI/INTASC Standards and if applicable, IRA and/or ISLLC Standards.

Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher.

WISCONSIN STATE STANDARDS:

Wisconsin State Teaching Standards (PI 34.02) are listed numerically.

Teachers in Wisconsin will:

1. Know the subject they are teaching.
2. Know how children grow.
3. Understand that children learn differently.
4. Know how to teach.
5. Know how to manage a classroom.
6. Communicate well.
7. Be able to plan different kinds of lessons.
8. Know how to test for student progress.
9. Be able to evaluate themselves.
10. Be connected with other teachers and the community.

Wisconsin Music Standards are also referenced because this course will reinforce or teach new ideas that teachers can use in the classroom with their students. Standards are labeled alphabetically as they are listed in the Wisconsin Model Academic Standards for Music.

Students in Wisconsin will:

- A. Sing, alone and with others, a varied repertoire of music.
- B. Play, alone and with others, a varied repertoire of music.
- C. Improvise music.
- D. Compose and arrange music.
- E. Read and notate music.
- F. Analyze and describe music.
- G. Evaluate music and music performances.
- H. Relate music to the other arts and disciplines outside the arts.
- I. Relate music to history and culture.

Americans With Disabilities Act

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.