

Field Experience

Purpose:

Through observation, participation, and reflection of elementary music classrooms, you will be able to

1. analyze and evaluate effective music instruction and assessments for early childhood, elementary, and general music settings.
2. analyze and evaluate appropriate management and discipline strategies for the elementary and early childhood music classes.
3. analyze and evaluate virtues required by educators.
4. contribute to field experiences requirements for all-level music certification in the state of Texas.

Task:

Complete ten clock-hours of field experiences, submit reflections, and submit teacher signatures from early childhood, elementary, and/or general music settings. This satisfies course requirements and is in partial fulfillment to TEA requirements. Field experience must be conducted in a TEA accredited, P-12 school during the regular school day and hours.

Failure to complete the ten hours will result in failure of the class. Failure to collect teachers' signatures will result in an incompleteness of TEA requirements, which could result in having to repeat field experience hours before student teaching.

Observation Assignment:

For the first five hours, you will observe and type a detailed script of what is occurring while you are there. After you are home, complete your reflection form. Submit your typed script, reflection form, and verification page.

Participation Assignment:

For the last five hours, you will actively participate in every music class. Inform your teacher that you are required to sit by a student and fully participate in every activity. When you get home, complete a reflection form. Submit form and verification to Canvas.

Procedures:

1. Look at the observation site list and compare it to your schedule.
2. Select a teacher to request an observation.
3. Send an email like this.

Dear Mr./Mrs. X,

My name is Kool Kid, and I'm a BU music education major. If possible, may I please observe you on DATE from TIME IN/TIME OUT?

Thank you in advance for your consideration and support,
Kool Kid

4. When you get a reply, send a response thanking the teacher for letting you know regardless of a positive or negative response. Confirm your visit in the response if teacher approved. (EX: Thank you for your prompt response. I look forward to seeing you on the 23rd.)
5. Type and print your verification form. Put it in your car.
6. On the day of the observation, dress professional (no jeans even if a Friday).
7. Plan to arrive at least 15-minutes early to the school. Leave your home EARLY. School traffic, finding the school, and checking in at the office may take more time than you expect.
8. Take your driver's license and check in at the office.
9. When you meet the teacher, introduce yourself, shake hands with the teacher, and thank him or her. If possible, go ahead and collect the teacher's signature.
10. Take notes during the observation, help if the teacher asks you, or sit by a student and fully participate in class.
11. After the observation, thank the teacher.

Field Experience

12. Check out in the office.
13. Write your reflection when you get home or as quickly as possible while it is fresh on your brain.
14. Upload the reflection and verification form to Canvas and Box.

Assessment:

Completed time	Yes (3 points)	No (0 points)	
Completed forms: reflection & verification; teacher signature	Yes (3 points)	No (0 points)	
Submitted on Canvas	Yes (2 point)	No (0 points)	
Submitted in Box account; Used correct labeling	Yes (2 point)	No (0 points)	
Reflection Quality: Details of what saw and heard in addition to personal thoughts, feelings, and take-aways; Comments on likes/dislikes	Exceeds Expectations 10 points per hour	Meets Expectations 7 points per hour	Below Expectations 3 points per hour

Reflection: Observation Hour #1

Directions: Reflect on Part I from the textbook and your observation. Write at least a paragraph for each question.

1. Describe the teacher's temperament, composure, and relationship with students.
2. Did the students buy into what the teacher was teaching? Did the teacher sell the lesson? Describe how you could tell.
3. Did the teacher draw attention to positive or negative behaviors? How was this done? Describe in detail the scenario.
4. Where was most class time spent? Teacher talk? Singing? Listening? Instruments? Making music? Playing a game?
5. What virtues, or traits that are morally good or demonstration of high moral standards, do you observe in this teacher? Choose one to describe how you can tell.

Reflection: Observation Hour #2

Directions: Reflect on Part II from the textbook and your second observation hour. Write at least a paragraph for questions two through five. Question one may be in list form.

1. List all the routines (how the students knew how to move, get something, or do something) you observed during this hour. This answer does not have to be in paragraph form.
2. Describe the arrival routine.
3. Describe the dismissal routine.
4. There are lots of transitions in elementary music classrooms. Describe an effective transition you observed.
5. Compare yourself to this teacher. What virtues, or traits that are morally good or demonstration of high moral standards, do you both possess? How can you tell the teacher has this virtue?

Field Experience

Reflection: Observation Hour #3

Directions: After your observation, read the questions. Reflect on your observation. Refer to your observation script if needed. Write at least a paragraph for each question.

1. Think about your teacher's speaking voice. Discuss the tone, volume, amount of teacher talking, and speed of the teacher's voice.
2. Was the teacher's speaking voice effective or not? Were students listening when the teacher talked? Explain your answer.
3. Describe how the teacher gave directions.
4. Did students consistently follow all directions? What did the teacher do when directions were not followed?
5. What virtues, or traits that are morally good or demonstration of high moral standards, do you observe in this teacher? Choose one to describe how you can tell.

Reflection: Observation Hour #4

Directions: After your observation, read the questions. Reflect on your observation. Refer to your observation script if needed. Write at least a paragraph for each question.

1. What are the class rules? Were they reviewed or referenced? Were they displayed in the classroom?
2. Based on your observation, what is the teacher's classroom management plan? Is it positive or negative? Explain.
3. Is the teacher consistent with her behavioral expectations? Why or why not?
4. Was there an off-task student? If so, describe how the teacher managed that student. If not, describe what you would do with an off-task student.
5. Did the teacher greet all classes with a fresh start or bring attention to previous class behavior? Explain. Describe the teacher's attitude, temperament, and composure throughout the lesson.

Reflection: Observation Hour #5

Directions: After your observation, read the questions. Reflect on your observation. Refer to your observation script if needed. Write at least a paragraph for each question.

1. Did the teacher demonstrate a joy in teaching? Explain.
2. Did the teacher ask students to repeat a process do something again? Explain the scenario. If the teacher did *not* ask the students to repeat something, is there something you would've had students repeat?
3. Did the students buy into what the teacher was teaching? Did the teacher sell the lesson? Describe how you could tell.
4. Did the teacher draw attention to positive or negative behaviors? How was this done? Describe in detail the scenario.
5. Where was most class time spent? Teacher talk? Singing? Listening? Instruments? Making music? Playing a game?

Field Experience

Reflection: Participation Hour #1

Directions: Before your field experience, read the questions. After the field experience, reflect on your time, especially regarding the questions. Write at least a paragraph for each question.

1. Explain how you were feeling before, during, and after this field experience.
2. Describe the students you sat beside and your interactions with each of them. Think of your nonverbal and verbal actions.
3. Describe the activities occurring during the class. How did you participate? How did the students react?
4. Is it more fun to observe or participate? Why?
5. What virtues, or traits that are morally good or demonstration of high moral standards, did you exhibit?

Reflection: Participation Hour #2

Directions: Before your field experience, read the questions. After the field experience, reflect on your time, especially regarding the questions. Write at least a paragraph for each question.

1. Explain how you were feeling before, during, and after this field experience (#2).
2. Describe the students you sat beside and your interactions with each of them. Think of your nonverbal and verbal actions.
3. Describe the activities occurring during the class. How did you participate? How did the students react?
4. Did you teach your song? If so, how did it go? If not, what is your plan for teaching your song? What's your justification?
5. Which virtues, or traits that are morally good or demonstration of high moral standards, do you still need to grow?

Reflection: Participation Hour #3

Directions: Before your field experience, read the questions. After the field experience, reflect on your time, especially regarding the questions. Write at least a paragraph for each question.

1. Now that you've completed all your participation hours, how are you feeling about student teaching?
2. Tell me a detailed story about at least one student with which you engaged.
3. Describe at least three activities in which you participated. How were you feeling? What were you thinking?
4. Did you teach your song? If so, how did it go? If you already taught your song, enjoy these freebie points!
5. How are you going to grow from this experience?

Field Experience

Reflection: Participation Hour #4

Directions: Before your field experience, read the questions. After the field experience, reflect on your time, especially regarding the questions. Write at least a paragraph for each question.

1. Now that you've completed all your participation hours, how are you feeling about student teaching?
2. Tell me a detailed story about at least one student with which you engaged.
3. Describe at least three activities in which you participated. How were you feeling? What were you thinking?
4. Did you teach your song? If so, how did it go? If you already taught your song, enjoy these freebie points!
5. How are you going to grow from this experience?

Reflection: Participation Hour #5

Directions: Before your field experience, read the questions. After the field experience, reflect on your time, especially regarding the questions. Write at least a paragraph for each question.

1. Now that you've completed all your participation hours, how are you feeling about student teaching?
2. Tell me a detailed story about at least one student with which you engaged.
3. Describe at least three activities in which you participated. How were you feeling? What were you thinking?
4. Did you teach your song? If so, how did it go? If you already taught your song, enjoy these freebie points!
5. How are you going to grow from this experience?