

MUSIC 670

Block 2 Apprenticeship Requirements

Purpose

The intent of the music teaching apprenticeship experience is to provide each student with an opportunity to apply content knowledge/background in preparation for student teaching. The portfolio that will be completed in response to this experience represents a source of from which to make decisions of your preparedness for student teaching that are:

- consistent with continuous improvement
- consistent with our conceptual framework
 - a. *Perspectives and Preparation;*
 - b. *The Learning Environment;*
 - c. *Instruction;*
 - d. *Professionalism*
- reported to the Kansas State Department of Education (KSDE) as a number of teacher licensure candidates meeting a standard of proficiency.

EXPECTATIONS FOR 670 APPRENTICESHIP

1. **Participate in administrative duties and teaching activities as instructed by the primary instructor with a minimum total of 16 hours.**
2. **Lead daily warm-up activities.** (*lesson plans and reflection be maintained in a folder*)
3. **Teach a piece to the class and leading consecutive rehearsals.**
 - a. *Discuss the expectation of the primary instructor*
 - b. *Prepare and seek approval of your detailed lesson plans*
 - c. *Lead the class in the lesson evaluated by the cooperating teacher*
 - d. *Maintain the lesson plans and written reflections in a folder*
4. **Record one lesson using the laptop computer supplied for master-class assessment**
 - a. *Record your teaching of one class*
 - b. *View and self-assess using the form supplied*
 - c. *Select particular segments for master-class assessment and edit in iMovie*
 - d. *Return laptop to Dr. Payne with self-assessment*
 - e. *Present overview of your teaching experience and specific aspects for discussion using selected video examples*
5. **Complete the following requirements that must be published on your e-portfolio:**
 - a. *Entry #1: Biographical data*
 - i. *Draft of your resume*
 - ii. *Philosophy of Music Education*
 - iii. *Musical Life History*
 - iv. *Picture and email address*
 - b. *Entry #2: Contextual information and learning adaptations*
 - c. *Entry #4: Classroom Learning Environment*

Lesson Planning Framework

Teacher/Conductor's Name:

Rehearsal 1 ☐ 2 ☐ 3 ☐

Prior Knowledge/Skills (*What do already know and can do?*):

Students can read basic rhythms.

Rehearsal Objective (What will your student's be able to do as a result of this rehearsal *with you*?)

Students will read and speak rhythms presented by rhythm cards.

Students will be able to keep a steady beat while singing "The Friends of Job"

Students will notate four beat rhythms

Assessment of the Rehearsal (How will *you* know if your *students can do* what they need to?)

I will know that the students can keep a steady beat by watching and assessing their ability to keep the steady beat while singing.

Relevant Contextual Factors:

One student had a bad knee and could not do a lot of movement.

Modifications/Accommodations needed:

Students will be seated on the ground instead of their chairs so they can be active in the second activity. The student with the bad knee could sit on the ground.

Instructional materials, resources, & Technology:

Rhythm cards, Backbeat on computer, Computer, Rhythm notating game

Personal Improvement Objective:

Work on giving clear instructions and classroom management

National Standards Addressed

1. Singing, alone and with others, a varied repertoire of music.

5. Reading and notating music.

Rehearsal Plan (A step by step plan for the rehearsal - with timing - that leads to your objective.)

Time	Activity	Description	Purpose of Activity	Assessment
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3 min	Rhythm cards	With a back beat I will go through the rhythm cards while having the students echo me. The second time around I will hold up the cards and cue them “1,2 look and sing”. To add a challenge I will change the cards right after I cue.	Students will read and speak rhythms presented to them	I will assess the students by listening for rhythm accuracy.
7 min	Friends of Job	Students will sit in a circle (criss-cross apple sauce) and we will first work on keeping a steady beat by acting out grab, pass without objects. Once students are comfortable with grab, pass we will add the objects and continue to say grab, pass. I will have the students continue and I will start singing “Friends of Job”. I will invite students to join in when they feel comfortable. To add a challenge we can speed up the game, or take out an object.	Students will experience the difference between beat and the rhythm of the words by performance.	I will assess the students by watching for precision of the beat while passing objects.
10 min	Rhythm Game	I will split the class into two teams. On the board will be 4 slots for beats. A 4 beat rhythm will be played on the computer and the first team to assemble the rhythm gets a point	Students will practice their dictation skills.	I will assess the students by having the students trade off on who fills in the beat boxes.\.

Lesson Planning Framework

Teacher/Conductor's Name: Kyla Smith

Rehearsal 1 ☐ 2 ☐ 3 ☐

Prior Knowledge/Skills (*What do already know and can do?*):

Note Names on staff, whole steps and half steps

Rehearsal Objective (What will your student's be able to do as a result of this rehearsal *with you*?)

Student will be able to write an ascending major scale when given the first note.

Assessment of the Rehearsal (How will *you* know if your *students can do* what they need to?)

I will know if the students can write an ascending major scale by having them come up to the board and complete scales.

Relevant Contextual Factors:

Only two girls in the class

Modifications/Accommodations needed:

Instructional materials, resources, & Technology:

Theory Book, white board, markers

Personal Improvement Objective:

Engage the students in the lesson

National Standards Addressed

5. Reading and Notating Music

Rehearsal Plan (A step by step plan for the rehearsal - with timing - that leads to your objective.)

Time	Activity	Description	Purpose of Activity	Assessment
3 min	Order of whole steps and half steps	I will write a C major scale on the board. I will have students notate whether the space between the notes are a whole step or a half step.	This activity will set up a system for the students to write out their own major scales based on the whole step and half step rules.	I will assess the students by having the students come to the board to write the appropriate responses.
10 min	Fill in the blank	Once we have the system of the whole step and half step sequence I will give the students a starting note and they will individually write out the scale. Once they are near completion I will have	This activity gives the students a hands on experience of notating scales. It also provides them the opportunity to teach the concept to the rest of the class which solidifies the knowledge.	I will have the students assess each other and assess the students knowledge by their ability to teach the class the scale.

		them check their work with their neighbor. I will then have a student come up and write down and explain the process. Repeat with more scales		
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Post-Lesson Self-Reflections

Teacher Name Kyla Smith Date of Lesson 04 / 18 / 13

Focus of lesson Beat and Rhythm Date of Reflection 04 / 18 / 13

Describe in detail reflections concerning the following topics. Cite specific examples from your observation as seen on the video recording and recalled moments experienced while teaching.

Assessment Considerations:

- | | |
|-----------------------------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> teaching pedagogy | <input type="checkbox"/> comprehensive lesson plan |
| <input type="checkbox"/> proximity to students | <input type="checkbox"/> posture |
| <input type="checkbox"/> communication through facial characteristics | <input type="checkbox"/> nonverbal interaction |
| <input type="checkbox"/> effective interaction with students | <input type="checkbox"/> interactive class assessment |
| <input type="checkbox"/> audible and articulate speech | <input type="checkbox"/> use and accuracy of modeling |
| <input type="checkbox"/> eye contact to all students | <input type="checkbox"/> verbal/activity ratio |
| <input type="checkbox"/> appropriateness of teaching strategies | <input type="checkbox"/> positive leadership |
| <input type="checkbox"/> conducting gestures | <input type="checkbox"/> professional appearance |

1. As I reflect on the lesson, to what extent were the students actively engaged? How do I know? The students really liked passing the cups, but I am not sure if they were very engaged in the song. The students enjoyed passing the cups, but it appeared that they were just focused on the cups and only the cups.
2. Did the students learn what I had intended? Were my instructional goals and objectives met? What is my evidence? I think the students began to learn what I intended but they did not get fully there. The students became more successful at passing the cups on the beat, but we did not get to learning the song.
3. Did I alter my goals, strategies, activities, student grouping and/or assessment as I taught the lesson for individual needs? If so, what changes did I make and why did I make these changes? I did alter my approach with the second class (which is shown in the video). I changed some of my classroom management techniques by having them show my their right hand before starting the game. This helped get their hand off the cups and eyes on me.
4. Were my strategies and activities effective? What is my evidence?
I believe my strategies were effective because the students knew what they needed to do and we accomplished most of the main activity. The students were mostly successful at the activity except for a few students. My most successful strategy was saying "cups on the ground, hands in the lap" and then "right hand". These were cues that stopped the talking and noise making with the cups.

5. To what extent did the classroom environment (Respect and Rapport, Culture for Learning, Classroom Procedures, Appropriate Student Behavior, the Physical Environment) contribute to student learning? What is my evidence?
Classroom procedures helped in my lesson because the students knew where to go when they came into the room. Student behavior was mostly appropriate and helpful. There were a few students that got off task, but the rest of the class knew what was expected of them and they held their classmates accountable. One student, turned to on that was acting out and said “Listen to Miss Smith”. The rest of the students wanted to have fun with the activities.
6. Was my assessment effective and useful to my students and me? Describe an instance in which my feedback positively affected a student’s learning. At one point in the activity of passing the cups. I joined the circle and demonstrated how to pass the cups all the way across their lap so the next person can reach it. After doing this, we had less problems with students not grabbing the cups on the beat. Another issue was students not grabbing the cups on “grab”. I addressed this by demonstrating the incorrect way and the correct way to pass the cups. After this the students demonstrated cup passing correctly.
7. If I had the opportunity to teach this lesson again, what might I do differently? Why? If I taught this lesson again I would have music in the background playing to give the students a steady beat to follow. I would also teach the song first so the students will join me in singing and so they can experience singing and keeping the beat at the same time.
8. Describe future teaching strategies, presentational changes, etc

In the future I plan to talk less and smooth out transitions. Transitions are where students tended to get out of hand and talking would become too much. I plan to use more modeling and know exactly what I am going to do next so transitions are seamless. I will also use music in the background. This gets the students listening from the start and they will be able to pass cups to the beat of the music. I will question the students, “what can they change”, “how was the beat”, ect.

Teacher-Assessment of Apprentice

Student Name Kyla Smith Date of Lesson 1/1/1

Describe your observations concerning the following topics. Cite specific examples from the teaching.

Assessment Considerations:

- aspects of instructional presentation (strategies, proximity, posture, pacing, etc.)
- interaction with students (speech, eye contact, communication, non-verbal, etc.)
- reaction from students

Observations of Teaching for discussion:

Lots of good, positive reinforcement. Some verbal, some "thumbs up."
Good demonstrations on white board. Very patient.
Ms. Smith interacts with students well, either by direct dialogue about the topic, asking for answers on assignment sheets, or by asking each one to the white board to work through a problem. All teaching is with good eye contact. She seems to be reading the students' faces. Shows obvious preparation. Students are very positive in their reaction to her. She also has learned the instruments associated with each student, and relates an answer differently for the flute player, a percussionist, etc. Shows competence in all instruments. She moves around the class comfortably.

What aspects of the lesson were successful? (include student achievement)

She keeps everyone on task. It's a small class, so she takes the time to make sure everyone is understanding. Draws from personal experiences. Follows a plan, but is flexible.

Suggestions for instructional improvement? (Describe teaching strategies, presentational changes, student/teaching interaction, etc.)

I think she is very well prepared for teaching.
She shows appropriate confidence.
Very concise, clear instruction.

Teacher Signature

Steve Easterday
Ms. Smith had a difficult set of circumstances to overcome. I'm a very relaxed, "3 months from retirement" disciplinarian. My students, for better but mostly for worse, are used to free and open exchanges amongst each other. But she did not attempt to change them, but adapted to them. I'm sure she will establish her own set of classroom rules when she is the teacher.

Ms. Smith is a very strong teaching candidate. She is very personable with students, no sense of intimidation. Corrections made to students are non-threatening, not belittling. She uses comfortable corrections, like "I can see why you would think that, but consider...."

Always has well-groomed professional appearance.

Teacher-Assessment of Apprentice

Student Name Kyla Smith Date of Lesson 04/18/13

Describe your observations concerning the following topics. Cite specific examples from the teaching.

Assessment Considerations:

- aspects of instructional presentation (strategies, proximity, posture, pacing, etc.)
- interaction with students (speech, eye contact, communication, non-verbal, etc.)
- reaction from students

Observations of Teaching for discussion:

Warm up for the 1st group was good. The kids enjoyed the rhythm game. The 1st group caught on quickly. The 2nd group needed additional modeling. Ms. Smith explained directions clearly & was positive and upbeat. She had high expectations for the activity & she modeled/demonstrated for the students & checked that they understood. She was also very patient.

What aspects of the lesson were successful? (include student achievement)

Ms. Smith demonstrated the activity & repeated several times & then allowed students to try on their own & then modeled again.

Suggestions for instructional improvement? (Describe teaching strategies, presentational changes, student/teaching interaction, etc.)

Perhaps with the limited time do just one game and do the second game another day. Warm up time for the 2nd group.

Teacher Signature

Jissa Rankin

MUSIC 670 Apprenticeship Time Sheet

Student Name: Kyla Smith

Name of School: Manhattan High - St. George Elementary

Date	Time In	Time Out	Total Hours	Teacher Initials
2/11/13	12:45	2:00	1 hr. 15 min	AE
2/14/13	12:45	2:00		AE
2/18/13	12:45	2:00		AE
2/19/13	12:45	2:00		AE
2/25/13	12:45	2:00		AE
2/28/13	12:45	2:00		AE
3/4/13	12:45	2:00		AE
3/7/13	12:50	2:00	1 hr. 10 min	AE
			9 hr. 55 min	
3/26/13	8:00	9:10	1:10	GA
3/28/13	8:00	9:10	1:10	GA
4/02/13	8:00	9:10	1:10	GA
4/04/13	8:00	9:10	1:10	GA
4/09/13	8:00	9:10	1:10	GA
4/11/13	8:00	9:10	1:10	GA
4/16/13	8:00	9:10	1:10	GA
4/18/13	8:00	9:10	1:10	GA
			4 hr. 20 min	