Level 3 Field Experience Competencies



- To be completed by Field Experience Evaluator for education methods courses (KU faculty or teacher in a public/private school)
- Each field experience will count for 2 hours of the general observation requirement of the PDE. The two hours includes preparation, planning, and implementing the field experience. Field experience should require a lesson or rehearsal plan for the evaluator to follow.

Stu	dent Name: Co-operating To	eacher & S	chool: Shannan Sunday - Kutztowy
Sub	oject: Thorase General Music Observation Date		
Cou	ırse: Evaluator Sig	gnature_	Sold I was a second
Usi	ng the rating scale below, rate the level of competency ac	chieved fo	r this experience: 3 2 1 0
3-0 2-1 1-3 0-0 N/A	TING SCALE Competent (indicates a level of preparation and presentation that the semerging (indicates a level of preparation and presentation that shows satisfactory (acceptable beginning level of preparation and presentatio Unsatisfactory (inappropriately or superficially) A - not applicable to this pre-teaching experience	growth, still n for this exp	needs experience) perience, needs further experience)
	ng the <u>same rating scale</u> above, evaluate the pre-teacher egory I: Planning and Preparation – used for evidence coll		
		Rating	Evidence
A.	Displays elements of planning and preparation		en en state de la companya del companya de la companya del companya de la company
В.	Applies knowledge of PA Pre-K-12 Academic Standards to the lesson plan.	- Serviger	
c.	Generates age- appropriate learning experiences.	No. of the second	And the second of the second o
D.	Lesson plan has clear instructional goals and a systematic procedure to attain them.		For the second of the second o
	Uses various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.	The second secon	
	ments: gory II: Classroom Environment – used for evidence collections	cted durin	g observation
	The service of the se	Rating	Evidence
Α.	Displays effective classroom management in the educational setting.		and the second control of the second of the
	Displays and encourages effective teacher to student and student to student interactions and reflects on those experiences.		Section in the section of the sectio
	Displays appropriate interactions between teacher and students and among students	- +./	The state of the s
	Effectively uses classroom resources to make adaptations and accommodations required to differentiate instruction for all learners.	1 110	e i santa alba de la companya de la Companya de la companya de la compa
Com	ments: "ខាងសំខាន់ ខាង ១០០០,ភ្នំក្រែនង នៅក្នុងសំហើយមួយផ	e en little di	CONTRACTOR OF THE CONTRACTOR O

Category III: Instructional Delivery - used for evider	ence collected during observation	n
--	-----------------------------------	---

		Rating	Evidence
A.	Displays efficient and effective verbal and non-verbal communication techniques.	. 4° 1	
В.	Uses effective questioning and discussion techniques.	now p	2134 1
C.	Displays ways to use technology as a teaching and learning tool.	1, 1112	
D.	Encourages active student engagement during instructional delivery.		
E.	Uses diverse methods of communication of instructional goals, procedures and content.		
F,	Candidate displays strong musicianship skills required for teaching (shows a good ear, can hear wrong notes, works with phrasing, diction, etc.)	i ş	
G.	Candidate models musicianship skills to the students (can sing or play what is desired).		
Н.	Candidate plays piano at the level needed for this teaching experience.	(a) (a) (a) (a)	
ŧ.	Candidate is a strong vocal model.	4.2	nigo na granda de estado especía persona e

Comments:

Category IV: Assessment - used for evidence collected during observation

	AND THE PROPERTY OF THE PROPER	Rating	Evidence
Α.	Uses effective formative assessment through the lesson.		
В.	Is able to assess one's own teaching and modify as needed during the experience		e daga jer i mining da tekninga ya kan isi i sa mininga kan kan kan a kan a Sa manangan kan a ka

Comments:

Category V: Knowledge of Diverse Learners - used for evidence collected during observation

***************************************	Rating	Evidence
Displays knowledge of and modifies instruction to address unique characteristics and learning needs of diverse learners	n a syce	The reserve of the special server of robbs of
(age, gender, culture or ability) in the classroom as needed.	e le le la	

Comments:

Category VI: Professionalism - used for evidence collected by Pre-teacher Observation Evaluator:

	, ,	Rating	Evidence
Α.	Represents integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state, and federal laws and regulations.	3	on time + appropriate dos
В.	Complies with school and university policies and procedures regarding professional dress, attendance, observation behavior, and punctuality.	3	

C	or	nn	ne	nts	::

mostly observation

Total Points = Ratings Total / Number of Competencies (23 possible, do not include those marked N/A)

Please provide an objective assessment that is in-line with where you believe the student is, at this level of pre-teaching experience.

(Revised 08/2017)

walked around and

offered suggestions

Level 3 Field Experience Competencies



- To be completed by Field Experience Evaluator for education methods courses (KU faculty or teacher in a public/private school)
- Each field experience will count for 2 hours of the general observation requirement of the PDE. The two hours includes preparation, planning, and implementing the field experience. Field experience should require a lesson or rehearsal plan for the evaluator to follow.

Student Name: Co-operating Te	acher & S	School: Shannon Sunday KAMS
Subject: Observation Dates	161	B Hours at school: 1.5
Course: Thorade General Evaluator Sig		Indont
Using the rating scale below, rate the level of competency ac	hieved fo	or this experience: 3 2 1 0
RATING SCALE 3 - Competent (indicates a level of preparation and presentation that the st 2 - Emerging (indicates a level of preparation and presentation that shows 1 - Satisfactory (acceptable beginning level of preparation and presentation 0 - Unsatisfactory (inappropriately or superficially) N/A - not applicable to this pre-teaching experience	growth, still	needs experience)
Using the <u>same rating scale</u> above, evaluate the pre-teacher of Category I: Planning and Preparation – used for evidence colleges		
	Rating	Evidence to a sign of a
A. Displays elements of planning and preparation	Bay to	te influentia soni su seguentia in su su seguentia soni su seguentia soni su seguentia soni su seguentia soni s
B. Applies knowledge of PA Pre-K-12 Academic Standards to the lesson plan.		
C. Generates age- appropriate learning experiences.	a or it	ित्रप्रदेश होत्रत्य । पूर्ण प्रमुख्य स्थापन प्रियम् स्थापन स्थापन स्थापन स्थापन स्थापन स्थापन स्थापन स्थापन स् र्
D. Lesson plan has clear instructional goals and a systematic procedure to attain them.	Risk in	State of the Company
E. Uses various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.		The second of th
Category II: Classroom Environment – used for evidence collection	cted durin	ng observation
Category II. Classicolii Environment - used for evidence conc	Rating	Evidence
A. Displays effective classroom management in the educational	1 7 7	

Comments: work an developing a rapport with students. Ask about their day, etc. (500) Do you have any questions " Have fun with them They want to see you enjoying yourseft

2

Displays and encourages effective teacher to student and

 Effectively uses classroom resources to make adaptations and accommodations required to differentiate instruction for all

student to student interactions and reflects on those

C. Displays appropriate interactions between teacher and

experiences.

students and among students

	Rating	Evidence
A. Displays efficient and effective verbal and non-verbal communication techniques.	4,	
B. Uses effective questioning and discussion techniques.		A Protection of the Control of the C
C. Displays ways to use technology as a teaching and learning tool.	i j	one de la
 Encourages active student engagement during instructional delivery. 	- 1	
E. Uses diverse methods of communication of instructional goals, procedures and content.		
F. Candidate displays strong musicianship skills required for teaching (shows a good ear, can hear wrong notes, works with phrasing, diction, etc.)	profite week	in and the second second in a second
G. Candidate models musicianship skills to the students (can sing or play what is desired).		
H. Candidate plays piano at the level needed for this teaching experience.	V 191 8	1993. at 7 1 1 4 1 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1
I. Candidate is a strong vocal model.	F- 3-3	on the first of according
	Rating	Evidence
Uses effective formative assessment through the lesson. Is able to assess one's own teaching and modify as needed during the experience comments:		We forther product a transfer of the contract of
3. Is able to assess one's own teaching and modify as needed during the experience omments:		We forther product a transfer of the first and the first a
3. Is able to assess one's own teaching and modify as needed during the experience	ce collecte	We forther product a transfer of the first and the first a
3. Is able to assess one's own teaching and modify as needed during the experience omments:		d during observation
Is able to assess one's own teaching and modify as needed during the experience omments: ategory V: Knowledge of Diverse Learners - used for evidence. Displays knowledge of and modifies instruction to address unique characteristics and learning needs of diverse learners	ce collecte Rating	ed during observation Evidence
B. Is able to assess one's own teaching and modify as needed during the experience omments: ategory V: Knowledge of Diverse Learners - used for evidence. Displays knowledge of and modifies instruction to address unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom as needed.	ce collecte Rating	ed during observation Evidence
B. Is able to assess one's own teaching and modify as needed during the experience omments: ategory V: Knowledge of Diverse Learners - used for evidence. Displays knowledge of and modifies instruction to address unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom as needed.	Rating Pre-teach	ed during observation Evidence eer Observation Evaluator:
B. Is able to assess one's own teaching and modify as needed during the experience omments: ategory V: Knowledge of Diverse Learners - used for evidence. Displays knowledge of and modifies instruction to address unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom as needed. comments: ategory VI: Professionalism - used for evidence collected by A. Represents integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state, and federal	Rating Pre-teach	ed during observation Evidence eer Observation Evaluator:

experience.

Please provide an objective assessment that is in-line with where you believe the student is, at this level of pre-teaching (Revised 08/2017)

	O+hore	others	distractions.		
	distracting to	distracting to	done. Minimal	others.	
	wisely and very	stay on task. Often	getting the project	done. Didn't distract	
3 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	not use class time	to be reminded to	Usually focused on	on getting the project	
requirement.	requirement. Did	requirement. Had	requirement.	requirement. Focused	Time
Did not meet time	Met the time	Met the time	Met the time	Met the time	Use of Class
		key facts.	key facts.		
		missing multiple	missing one or two		
		blues but may be	blues but may be		
		influences of the	influences of the	our music today.	
	written.	poster and	poster and	the blues influenced	
	that is poorly	explaining the	explaining the	poster and two ways	
	includes and essay	includes an essay	includes an essay	essay explaining the	
There is no essay.	The poster	The poster	The poster	The poster includes an	Essay
with clarity.	clarity.				
errors that interfere	interfere with		-		
spelling, and stylistic	that does not	stylistic errors.	two may exist.		
grammatical,	grammar/spelling	spelling, and or	A spelling error or		
Multiple	Some errors in	A few grammatical,	Nearly error-free.	Error- free	Grammar
		content is legible		taken.	
illegible.	very attractive.	careless, but the	attractive.	that pride and care was	
careless, hurried, and	confusing, and not	somewhat	and visually	attractive. Evidence	
distractingly messy,	messy, a little	rushed and	mostly neat, clear,	clear, and visually	Appearance
The poster is	The poster is	Project appears	The poster is	The poster is neat,	Overall
			facts		
		inaccurate facts	two inaccurate		
all inaccurate facts	inaccurate facts	contains several	contains one or	poster are accurate	Accuracy
The poster contains	The poster many	The poster	The poster	All the facts on the	Content
,	requirements				
of the requirements	half of the	is unorganized	requirements		
meets less than half	meets less than	requirements but	meets most	requirements	
unorganized and	organized but	most of the	organized and	organized and meets all	Elements
The project is	The project is	The project meets	The project is well-	The project is well-	Required
1	7	3	4	U	category



Blues Final: Required Elements

- Create a poster that:
- o Includes the basic elements/characteristics of the blues
- o Includes the 6 style periods we studied
- 0 Includes at least one characteristic for each style by using pictures (you can use words as well but a picture must be included for each style)
- Write an essay that 1) explains your poster and the reason you chose the photos you did and
- 2) explains at least two ways the blues influenced our music today.

Level 3 Field Experience Competencies



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Stu	dent Name: Meghan Wald Co-operating Te	eacher & S	ichool: Shannon Sunday - Kutz
Sul	oject: Chorus J Gen Music Observation Dates	: 10/a	4 Hours at school: 2hm
Co	urse: Evaluator Sig	nature_	make the
Usi	ng the rating scale below, rate the level of competency ac		r this experience: 3 2 1 0
3- 2- 1- 0- N/	TING SCALE Competent (indicates a level of preparation and presentation that the st Emerging (indicates a level of preparation and presentation that shows Satisfactory (acceptable beginning level of preparation and presentation Unsatisfactory (inappropriately or superficially) A - not applicable to this pre-teaching experience	growth, still n for this exp	needs experience) perience, needs further experience)
	ng the <u>same rating scale</u> above, evaluate the pre-teacher egory I: Planning and Preparation – used for evidence colle		_
		Rating	Evidence
Α.	Displays elements of planning and preparation	also to the	r la ri sara praétara in mining ay la ay la ay la ay la ay
В.	Applies knowledge of PA Pre-K-12 Academic Standards to the lesson plan.		to place to
c.	Generates age- appropriate learning experiences.		The state of the s
D.	Lesson plan has clear instructional goals and a systematic procedure to attain them.		ta taun ang medika sama at ang manggala di Tautan ang medika sama at miliantan di
E.	Uses various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.		A STATE OF THE STA
1	nments: egory II: Classroom Environment – used for evidence collec	ted durin	g observation
i	The second of the second of the second	Rating	Evidence Garage Garage
Α.	Displays effective classroom management in the educational setting.	in a particular partic	and the second s
B.	Displays and encourages effective teacher to student and student to student interactions and reflects on those experiences.	entä Lii	r taraan iya kuston a ka k
C.	Displays appropriate interactions between teacher and students and among students	4	
D.	Effectively uses classroom resources to make adaptations and accommodations required to differentiate instruction for all learners.	- 23"	
C	menter " " and a first of the second		

	Rating	Evidence
A. Displays efficient and effective verbal and non-verbal communication techniques.	11.1.	rana Mayo
3. Uses effective questioning and discussion techniques.		Little Park Control
C. Displays ways to use technology as a teaching and learning tool.	h hills	Contraction of the second
 Encourages active student engagement during instructional delivery. 	1 14-50	and the second second
Uses diverse methods of communication of instructional goals, procedures and content.		A CONTRACTOR OF THE PROPERTY O
 Candidate displays strong musicianship skills required for teaching (shows a good ear, can hear wrong notes, works with phrasing, diction, etc.) 		
 Candidate models musicianship skills to the students (can sing or play what is desired). 	-	
 Candidate plays piano at the level needed for this teaching experience. 	e de face	- เมลิก ซ แผนหานายต่ ค. ค. ก. ม. ค. ค. ค.
. Candidate is a strong vocal model.	er i rijekti	for the second of the second o
ategory IV: Assessment - used for evidence collected during		
ategory IV: Assessment - used for evidence collected during		
. Uses effective formative assessment through the lesson.	ng observation Rating	Evidence
 Uses effective formative assessment through the lesson. Is able to assess one's own teaching and modify as needed during the experience 		
. Uses effective formative assessment through the lesson. Is able to assess one's own teaching and modify as needed	Rating	Evidence
Uses effective formative assessment through the lesson. Is able to assess one's own teaching and modify as needed during the experience omments: ategory V: Knowledge of Diverse Learners - used for evidents.	Rating	Evidence
Uses effective formative assessment through the lesson. Is able to assess one's own teaching and modify as needed during the experience omments:	Rating ence collecte Rating	Evidence
Uses effective formative assessment through the lesson. Is able to assess one's own teaching and modify as needed during the experience omments: ategory V: Knowledge of Diverse Learners - used for evidence of Displays knowledge of and modifies instruction to address unique characteristics and learning needs of diverse learners	Rating ence collecte Rating	ed during observation Evidence Worked with life
Uses effective formative assessment through the lesson. Is able to assess one's own teaching and modify as needed during the experience omments: ategory V: Knowledge of Diverse Learners - used for evidence of Displays knowledge of and modifies instruction to address unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom as needed.	Rating ence collecte Rating	Evidence Evidence Evidence Worked with life Skills student
Displays knowledge of and modifies instruction to address unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom as needed. Displays V: Professionalism - used for evidence collected.	Rating ence collecte Rating	Evidence Evidence Worked with life Skills student
Uses effective formative assessment through the lesson. Is able to assess one's own teaching and modify as needed during the experience omments: ategory V: Knowledge of Diverse Learners - used for evidence of Displays knowledge of and modifies instruction to address unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom as needed.	Rating Rating Rating Rating Rating	Evidence Evidence Worked with life Skills Student

Please provide an objective assessment that is in-line with where you believe the student is, at this level of pre-teaching experience.

(Revised 08/2017)



Field Experience Definition: The KU Music Education Student at this level should be able to prepare and teach short lessons and run short rehearsals for choral, instrumental, and classroom music. The KU Student is not to be spending the entire classroom time sitting and observing. If you find the space on the form provided is not enough, feel free to add another paper with more details.

Directions for Students: Make sure you have copies of all of your clearances to bring with you to the schools. PRINT THIS OUT AND BRING WITH YOU TO THE EXPERIENCE. TRY TO PRINT TWO SIDED. YOU ARE REQUIRED TO RESPOND TO TOPICS 1,2 AND 3. After the experience, you may write up your experiences and responses in more detail in a word-processing program on your computer, and will submit that with this form. To submit your forms, scan and upload them into the ASSIGNED DROPBOX (choral methods and secondary methods) OR turn them into the teachers of elementary methods and instrumental methods. Do NOT just take a picture and upload that. You are required to complete at least 10 hours for each methods course in field experience.

Directions for Cooperating Teachers: You may comment on any activities on this sheet, but also need to directly answer questions 4,5 and 6, provide your signature and contact information, and verify that the time students say they are in your classroom they ARE in your classroom. If you have ANY CONCERNS ABOUT ANY OF OUR STUDENTS, please contact Dr. Trollinger at Valerie.trollinger@kutztown.edu and we will address any problems or issues. If you feel a student is not prepared, not interested, or not professional, you may dismiss the student from your classroom and they will not earn any credit for the experience.

Cooperating Teacher Signature:

Smold 10/29/19	Date:	
Cooperating 7	Teacher Email:	
	10 Kasd. org	
(700	
Time KU Mus	sic Student Spent at the School: time in:	
	time out: 8135	1. 4
TOTAL HOU	RS at the school: Time	
spent in lessor	Preparation:	10
	estital al la comerce laboritore di estendo e la liberto e grassio.	4
	or the stage that we will be able to the color of	
Classroom Engagement Activity	Cooperating Teacher comments and observations Student Observations and Reflections of the experience.	
1. Understanding of pedagogical prac		ă :

(the student applies pedagogy that is learned to the teaching.)



the control and the at the design of the

Details and the configurations

อันเการ์สารสหรับให้ก็ คน ครัก คน สิวสาสเคนสาม แบบโดเกาะเลเม



Comments as needed or email Dr. **Trollinger**

(the pre-teacher student treats students in the classroom with respect and speaks with them appropriately)

> 3. Activities in which the Pre-Teacher Student Engaged:

- 4. Dress is appropriate (cooperating teacher evaluation)
- 5. Pre-Teacher Student arrives before class and is prepared with any materials the cooperating teacher may have provided. (Cooperating teacher evaluation)
- 6. Student indicates
 dispositions
 acceptable to
 becoming a teacher
 (cooperating teacher
 evaluation).

Additional Comments and Observations:

2



Field Experience Definition: The KU Music Education Student at this level should be able to prepare and teach short lessons and run short rehearsals for choral, instrumental, and classroom music. The KU Student is not to be spending the entire classroom time sitting and observing. If you find the space on the form provided is not enough, feel free to add another paper with more details.

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TO PRINT TWO SIDED. YOU ARE REQUIRED TO RESPOND TO TOPICS 1,2 AND 3. After the experience, you may write up your experiences and responses in more detail in a word-processing program on your computer, and will submit that with this form. To submit your forms, scan and upload them into the ASSIGNED DROPBOX (choral methods and secondary methods) OR turn them into the teachers of elementary methods and instrumental methods. Do NOT just take a picture and upload that. You are required to complete at least 10 hours for each methods course in field experience.

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Cooperating	Teacher Signature:	-
10/31	Teacher-Signature:	Date:

Cooperating Teacher Email:	
ssunday @ Kast. org	
Time KU Music Student Spent at the School: time	e in:
7.40 (Coro time out: \$.40	
TOTAL HOURS at the school: \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	Time
spent in lesson Preparation: 1/2 h 2	•
-	

Classroom Engagement Activity

Cooperating Teacher comments and observations

Student Observations and Reflections of the experience.

1. Understanding of pedagogical practice

(the student applies pedagogy that is learned to the teaching.)



NO



NO

Comments as needed or email Dr. Trollinger

2. Pre-Teacher Student Professionalism (the pre-teacher student treats students in the classroom with

respect and speaks with them appropriately)

3. Activities in which the Pre-Teacher Student Engaged:

- 4. Dress is appropriate (cooperating teacher evaluation)
- 5. Pre-Teacher Student arrives before class and is prepared with any materials the cooperating teacher may have provided. (Cooperating teacher evaluation)
- 6. Student indicates dispositions acceptable to becoming a teacher (cooperating teacher evaluation).

Additional Comments and Observations:

2

assigned a warm up for choral students

focusing on diction, and lengthening highnotes.



Field Experience Definition: The KU Music Education Student at this level should be able to prepare and teach short lessons and run short rehearsals for choral, instrumental, and classroom music. The KU Student is not to be spending the entire classroom time sitting and observing. If you find the space on the form provided is not enough, feel free to add another paper with more details.

Directions for Students: Make sure you have copies of all of your clearances to bring with you to the schools. PRINT THIS OUT AND BRING WITH YOU TO THE EXPERIENCE. TRY TO PRINT TWO SIDED. YOU ARE REQUIRED TO RESPOND TO TOPICS 1,2 AND 3. After the experience, you may write up your experiences and responses in more detail in a word-processing program on your computer, and will submit that with this form. To submit your forms, scan and upload them into the ASSIGNED DROPBOX (choral methods and secondary methods) OR turn them into the teachers of elementary methods and instrumental methods. Do NOT just take a picture and upload that. You are required to complete at least 10 hours for each methods course in field experience.

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Coop	erat	ting	Teacher Signature:	Date:
11	5	19		

7:45+1:15	Time KU Music Student Spent at the School: time in: time out: 8:35 + 2:30 TOTAL HOURS at the school: 2.25 NS Time spent in lesson Preparation:				
	Classroom Engagement Activity	Cooperating Teacher comments and observations	Student Observations and Reflections of the experience.		
	1. Understanding of pedagogical practice				
	(the student applies pedagogy that is learned to the teaching.)				

Cooperating Teacher Email:

Yes

NO

Yes

NO

Yes NO
Comments as needed or email Dr.
Trollinger

2. Pre-Teacher Student Professionalism

(the pre-teacher student treats students in the classroom with respect and speaks with them appropriately) 3. Activities in which the Pre-Teacher Student Engaged:

prepared warmupfor chorus

- 4. Dress is appropriate (cooperating teacher evaluation)
- 5. Pre-Teacher Student arrives before class and is prepared with any materials the cooperating teacher may have provided. (Cooperating teacher evaluation)
- talked about Jeans only in weds + Fire
 - brought warm up
- 6. Student indicates
 dispositions
 acceptable to
 becoming a teacher
 (cooperating teacher
 evaluation).

Additional Comments and Observations:

2

Warm up rehearsal plan

- 1. Shake it out (stretches on their own)
- 2. Guided stretches
 - a. Trunk twists
 - b. Stretch up and over
 - i. Deep breath while they are touching their toes. Hold for 2. Hiss out
 - ii. Slowly roll back up
- 3. Lip trills
- 4. Vowel warm up
- 5. Washington's washer



Field Experience Definition: The KU Music Education Student at this level should be able to prepare and teach short lessons and run short rehearsals for choral, instrumental, and classroom music. The KU Student is not to be spending the entire classroom time sitting and observing. If you find the space on the form provided is not enough, feel free to add another paper with more details.

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Cooperating Teacher Signature:

ii Di Sana	
11785-	Date:
Cooperating Tea	
Time KU Music	Student Spent at the School: time in:
	me out: <u>\$!40</u>
TOTAL HOURS	at the school: hr Time reparation: hr
opene in resson 1	tparadon
Classroom Engagement Activity	Cooperating Teacher comments and Student Observations and Reflections of the experience.
1. Understanding of pedagogical practice	explain what
(the student applies pedagogy that is learned to the teaching.)	to do-
	- arms in air
	- neck voll
	- Corm Cress
) and the short the state of th
	demon strate - breathery excercise
La	first - regar start with 9-76-876-X
Know yurz	what is aliption -
Keyboard it	•
layboard it	do you want then to movements with some of
مل میں ما	the warm ups > You are doing mammets they
to use it	Tell them to listen you are going to model + tell
	turn when to start.
	Yes NO
	(Ver) NO

Comments as needed or email Dr.
Trollinger

2. Pre-Teacher Student Professionalism (the pre-teacher student treats students in the classroom with respect and speaks with them appropriately)

> 3. Activities in which the Pre-Teacher Student Engaged:

created warmings and presented to small group band/chovus students.

- 4. Dress is appropriate (cooperating teacher evaluation)
- 5. Pre-Teacher Student arrives before class and is prepared with any materials the cooperating teacher may have provided. (Cooperating teacher evaluation)
- 6. Student indicates
 dispositions
 acceptable to
 becoming a teacher
 (cooperating teacher
 evaluation).

Additional Comments and Observations:

2

Warm up rehearsal plan

- 1. Shake it out (stretches on their own)
- 2. Guided stretches
 - a. Trunk twists
 - b. Arm and shoulder stretches
- 3. Breathing.
 - a. In for 8. Hold 2. Out for 8 (NO SOUND)
 - i. Hold open- use your muscles, not pressure to keep air in
 - b. In for 6. Hold for 2. Out for 6
 - c. In for 4. Hold for 4. Out for 4.
 - d. Stretch up and over
 - i. Deep breath while they are touching their toes. Hold for 2. Hiss out
 - ii. Slowly roll back up
- 4. Lip trills
 - a. No phonation at first
 - b. Siren in comfortable range
 - c. 1-5-1
- 5. Mi Me Ma Mo Mu's
 - a. Minor!
- 6. Seven Sassy Sailors Sailed the Seven Salty Seas (5434 5434 5432 1)



Field Experience Definition: The KU Music Education Student at this level should be able to prepare and teach short lessons and run short rehearsals for choral, instrumental, and classroom music. The KU Student is not to be spending the entire classroom time sitting and observing. If you find the space on the form provided is not enough, feel free to add another paper with more details.

Directions for Students: Make sure you have copies of all of your clearances to bring with you to the schools. PRINT THIS OUT AND BRING WITH YOU TO THE EXPERIENCE. TRY TO PRINT TWO SIDED. YOU ARE REQUIRED TO RESPOND TO TOPICS 1,2 AND 3. After the experience, you may write up your experiences and responses in more detail in a word-processing program on your computer, and will submit that with this form. To submit your forms, scan and upload them into the ASSIGNED DROPBOX (choral methods and secondary methods) OR turn them into the teachers of elementary methods and instrumental methods. Do NOT just take a picture and upload that. You are required to complete at least 10 hours for each methods course in field experience.

Directions for Cooperating Teachers: You may comment on any activities on this sheet, but also need to directly answer questions 4,5 and 6, provide your signature and contact information, and verify that the time students say they are in your classroom they ARE in your classroom. If you have ANY CONCERNS ABOUT ANY OF OUR STUDENTS, please contact Dr. Trollinger at Valerie.trollinger@kutztown.edu and we will address any problems or issues. If you feel a student is not prepared, not interested, or not professional, you may dismiss the student from your classroom and they will not earn any credit for the experience.

Cooperating Teacher S	_
	Date:
11/14/18	
1 1	

Cooperating Teacher Email: Ssinday & Vasd.org Time KU Music Student Spent at the School: time in: 145 time out: 8.45					
					TOTAL HOURS
Classroom Engagement Activity	Cooperating Teacher comments and observations	Student Observations and Reflections of the experience.			
1. Understanding of pedagogical practice					
(the student applies pedagogy that is learned to the teaching.)	Much bette prepand	Lelivery			
	taskans to	en listen once monstrate physical			
	warmy				
	Yes NO				

Yes NO
Comments as needed or email Dr.
Trollinger

2. Pre-Teacher Student
Professionalism
(the pre-teacher student treats
students in the classroom with
respect and speaks with them
appropriately)

3. Activities in which the Pre-Teacher Student Engaged:

- 4. Dress is appropriate (cooperating teacher evaluation)
- 5. Pre-Teacher Student arrives before class and is prepared with any materials the cooperating teacher may have provided. (Cooperating teacher evaluation)
- 6. Student indicates
 dispositions
 acceptable to
 becoming a teacher
 (cooperating teacher
 evaluation).

Additional Comments and Observations:

2

Warm up rehearsal plan

- 1. Shake it out (stretches on their own)
- 2. Guided stretches
 - a. Trunk twists
 - b. Arm and shoulder stretches
- 3. Stretch up and over
 - i. Deep breath while they are touching their toes. Hold for 2. Hiss out
 - ii. Slowly roll back up
- 4. Lip trills
 - a. No phonation at first
 - b. Siren in comfortable range
 - c. 1-5-1
- 5. Mi Me Ma Mo Mu's
 - a. Minor!
- 6. Seven Sassy Sailors Sailed the Seven Salty Seas (5434 5434 5432 1)



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Cooperating Teacher Signature:

5 8 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	<u></u>	Pate:
Cooperating Tea		
-sounday (Blashors	-
	Student Spent at the Sc me out: 8.45	hool: time in:
TOTAL HOURS		Time
spent in lesson P	reparation: Ihvs	
Classroom Engagement Activity	Cooperating Teacher comments and observations	Student Observations and Reflections of the experience.
1. Understanding of pedagogical practice		
(the student applies pedagogy that is learned to the teaching.)		

Yes NO

Yes NO

Yes NO
Comments as needed or email Dr.
Trollinger

2. Pre-Teacher Student Professionalism (the pre-teacher student treats students in the classroom with respect and speaks with them appropriately)

> 3. Activities in which the Pre-Teacher Student Engaged:

- 4. Dress is appropriate (cooperating teacher evaluation)
- 5. Pre-Teacher Student arrives before class and is prepared with any materials the cooperating teacher may have provided. (Cooperating teacher evaluation)
- 6. Student indicates
 dispositions
 acceptable to
 becoming a teacher
 (cooperating teacher
 evaluation).

Additional Comments and Observations:

2



Field Experience Definition: The KU Music Education Student at this level should be able to prepare and teach short lessons and run short rehearsals for choral, instrumental, and classroom music. The KU Student is not to be spending the entire classroom time sitting and observing. If you find the space on the form provided is not enough, feel free to add another paper with more details.

Directions for Students: Make sure you have copies of all of your clearances to bring with you to the schools. PRINT THIS OUT AND BRING WITH YOU TO THE EXPERIENCE. TRY TO PRINT TWO SIDED. YOU ARE REQUIRED TO RESPOND TO TOPICS 1,2 AND 3. After the experience, you may write up your experiences and responses in more detail in a word-processing program on your computer, and will submit that with this form. To submit your forms, scan and upload them into the ASSIGNED DROPBOX (choral methods and secondary methods) OR turn them into the teachers of elementary methods and instrumental methods. Do NOT just take a picture and upload that. You are required to complete at least 10 hours for each methods course in field experience.

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Cooperating Teacher Signature:

Inds	D	ate:
12.5.19		
Cooperating Tea		_
V	Student Spent at the Sch	nool: time in:
	ime out: 2.20	iooi. time in.
	at the school: 1 he	Time
spent in lesson P	reparation: Thes	
Classroom Engagement Activity	Cooperating Teacher comments and observations	Student Observations and Reflections of the experience.
1. Understanding of pedagogical practice	Meghan needs to	
(the student applies pedagogy that is learned to the teaching.)	understand the	
that is learned to the teaching.)	importance of	
	lesson introduction	
	and clavity in exp	
	directions dexpect (what to do when	
	- Explaining thea	
	3 , 3	
	Dan't be a	fraid to ask
	questions. The bes	st thing to do 15
	to Script out	four openers and
	expectations/	instructions
	V NO	

Yes NO

Yes NO

Yes NO
Comments as needed or email Dr.
Trollinger

(the pre-teacher student treats students in the classroom with respect and speaks with them appropriately)

> 3. Activities in which the Pre-Teacher Student Engaged:

- 4. Dress is appropriate (cooperating teacher evaluation)
- 5. Pre-Teacher Student arrives before class and is prepared with any materials the cooperating teacher may have provided. (Cooperating teacher evaluation)
- 6. Student indicates
 dispositions
 acceptable to
 becoming a teacher
 (cooperating teacher
 evaluation).

Additional Comments and Observations:

2

9					
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New Orleans

Activity 1: Putting it all together: Match the numbe	er for each term listed on the left with its definition on
the right. Hint: Use the glossary!	of the left with its definition on
1. "Big Four"s	a. The trumpet, trombone, and
2. Call and Response	clarinet
3. Collective improvisation	b. a group of people following
4. Front line	a jazz band parading down the street
5. groove	c. an accent on the fourth beat
6. register	of every other measure
7. rhythm section	d. the repeated interactions of
8. riff	rhythms to form a pattern
9. second line	e. when a musician improvises
10. solo	separately from the other musicians.
•	f. when one instrument makes
9	a statement and another answers it.
	g. the range in which an
	instrument sounds.
•	h. when two or more people
· · · · · · · · · · · · · · · · · · ·	improvise at the same time.
	i. the drums, bass, and piano.
	j. short, rhythmic phrase

repeated over and over again.

Activity 2:

All That Jazz: Cross out the statements that are incorrect and write in the correct information. Hint: Use the information from the first activity!

- 1) New Orleans jazz was born around the end of the 1900's
- 2) The New Orleans jazz parades were usually led by the front line, consisting of the violin, flute, and tuba.
- 3) Following at the end of the parade were a group of people called the "rhythm section" who inspired the musicians.
- 4) New Orleans jazz often features a special rhythm called the "big five."
- 5) Early jazz music often contained the elements of a conversation called "play and ignore."