



KUTZTOWN UNIVERSITY
DEPARTMENT OF MUSIC

Level 1 Field Experience Competencies (Observation only)

- To be used for OVERTURE TO MUSIC EDUCATION, MUU 100 & other observations up to 40 hours
- To be completed by KU Music Education student during each observation

Accounted
Elementary
School

Student Name: Meghan Wald Co-operating Teacher & School: Kathy Mohler Westtown School
 Subject: Jazz Band Date: 10/26/17 KU Music Course: Overture to Music Ed
 ME IN /OUT for Observation: 8am - 9am
 Co-OP Signature: Katherine Mohler Co-operating Teacher Email: kmohler@kasd.org

Directions for the KU Student: Use this form to gather your own notes from the observation. When you are back on campus, you will rewrite your observation in an essay format and submit each section via the OBSERVATIONS Links in 2L or to your professor for your required courses. You must also turn in a copy of this SIGNED form to your professor.

Directions for Co-operating Teacher: The visiting students will ask you (as per PDE requirements) how you communicate with diverse families, caregivers, and the community (see Category 5). Please sign and verify the student's attendance above. Please be sure to fill out Category 6 on last page.

Category 1: Planning and Preparation

- What evidence do you see of the teacher's planning and preparation?
- What components of the National Standards/ PA standards do you see addressed?
- What components of development learning do you see addressed?
- What evidence do you see to indicate that the learning goals were met for individual students with particular needs or concerns?

Category 2: Classroom Environment

- What elements of effective classroom management do you see in use?
- How does the teacher interact with the students?
- How do the students interact with each other?
- How are classroom resources used to accommodate the various needs of the learners?

Category 3: Instructional Delivery

- What verbal and non-verbal techniques do you see used by the teacher to communicate with the students?
- What questioning techniques do you see used? Do you think they are effective and why?
- How are the ways technology (this includes audio equipment) is used as a teaching a learning tool?
- How actively engaged are the students in their own learning?
- How many ways does the teacher communicate the instructional goals, procedures and content of learning goals?

(Please turn over)

Category 4: Assessment

- a) What kinds of assessment processes did you see used by the teacher?
- b) What kinds of assessment procedures did you think were the most effective or ineffective? Why?

Category 5: Knowledge of Diverse Learners

- a) What unique characteristics of learners did you see (such as ESL students, special needs students, students of differing cultural backgrounds, and so forth).
- b) *Interview question for the teacher: how does the teacher communicate with families, caregivers, and differing cultures in the community?

Category 6: Professionalism (TO BE COMPLETED BY THE COOPERATING TEACHER)

Did the student	Yes/No	Comments
Display 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?	yes	
Comply with school and university policies and procedures regarding professional dress, attendance, observation behavior, and punctuality?	yes	

Category 1- Planning and Prep:

- A) What evidence do you see of the teacher's planning and preparation?
 - All chairs and stands set up prior to rehearsal
 - All instruments she may need are set up prior to rehearsal.
- B) What components of the National Standards/PA standards do you see addressed?
- C) What components of development learning do you see addressed?
 - the students have developed the skills to know the type of music being played and the focus needed for a jazz rehearsal
- D) What evidence do you see to indicate that the learning goals were met for individual students with particular needs or concerns?
 - students actively engaged in making the music sound more musical.
 - students asked questions about specific notes and rhythms in the music
 - students were able to assess their own playing and tell what went wrong and what sounded good.

Category 2- Classroom Environment:

- A) What elements of effective classroom management do you see in use?
 - small ensemble=better one on one experience with students
- B) How does the teacher interact with the students?
 - playing with them rather than teaching at them
 - personally and respectfully, these are the best musicians In the school.
- C) How do the students interact with each other?
 - students play with each other and respect each other. No "you are not playing this right" rather "I think we need to fix---"
 - students are respectful but have fun with one another
 - students are clearly on the same page, that being that "we are here because we love making music"
- D) How are classroom resources used to accommodate the various needs of the learners?
 - tuners are used.
 - teacher plays along with students to aide in challenging areas of music.

Category 3- Instructional Delivery:

- A) What verbal and non-verbal techniques do you see used by the teacher to communicate with the students?
 - counting off for students
 - playing with students
 - having students determine where the problem areas are in the music.
- B) What questioning techniques do you see used? DO you think they are effective and why?
 - what was wrong with what we just played? How can we fix that? –effective, makes students think critically.

- C) How are the ways technology (this includes audio equipment) is used as a teaching and learning tool?
 - tuner
- D) How actively engaged are the students in their own learning?
 - very engaged. This jazz band is the top players in both Kutztown Elementary and Greenwich Elementary. They are kids who not only had to be at school early in order to be at rehearsal, but on top of it they clearly had to do extra practicing to master the pieces they were playing.
- E) How many ways does the teacher communicate the instructional goals, procedures, and content of learning goals?
 - setting a set list of tunes they will be able to play for their performances.
 - being involved in their other classes (academics)

Category 4- Assessment:

- A) What kinds of assessment processes did you see used by the teacher?
 - play and observe, assess, ask, fix, repeat, move on.
 - asked students what they thought could be improved before addressing any errors.
- B) What kinds of assessment procedures did you think were the most effective or ineffective? Why?
 - when it was left up to the students to hear and decide how to fix certain issues it allowed for them to critically think and assess themselves and their peers, which isn't often something they think about

Category 5- Knowledge of diverse learners:

- A) What unique characteristics of learners did you see (such as ESL, special needs, students of differing cultural backgrounds)
 - underprivileged kids. They were kids of poor/rural (not necessarily poor, but they don't live a luxurious lifestyle, for sure) they worked hard and understood the value of hard work. Because this group was so small I do not think there were any students with unique learning characteristics.
- B) Interview question: how does the teacher communicate with families, caregivers, and differing cultures in the community?
 - use of text and email service called "remind"
 - weekly update emails for parents.