

Level 3 Field Experience Competencies



KUTZTOWN UNIVERSITY
DEPARTMENT OF MUSIC

- 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 Teacher & School: Shannon Sunday - Kutztown Middle
 Subject: 7th Grade General Music Observation Dates: 10/17 Hours at school: 1:30
 Course: _____ ↓ Evaluator Signature: [Signature]

Using the rating scale below, rate the level of competency achieved for this experience: 3 2 1 0

RATING SCALE

- 3 - Competent (indicates a level of preparation and presentation that the student is ready for Level 3 Field experience).
- 2 - Emerging (indicates a level of preparation and presentation that shows growth, still needs experience)
- 1 - Satisfactory (acceptable beginning level of preparation and presentation for this experience, needs further experience)
- 0 - Unsatisfactory (inappropriately or superficially)
- N/A - not applicable to this pre-teaching experience

Using the same rating scale above, evaluate the pre-teacher on the following:

Category I: Planning and Preparation – used for evidence collecting during observation

	Rating	Evidence
A. Displays elements of planning and preparation		
B. Applies knowledge of PA Pre-K-12 Academic Standards to the lesson plan.		
C. Generates age- appropriate learning experiences.		
D. Lesson plan has clear instructional goals and a systematic procedure to attain them.		
E. Uses various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.		

Comments:

Category II: Classroom Environment – used for evidence collected during observation

	Rating	Evidence
A. Displays effective classroom management in the educational setting.		
B. Displays and encourages effective teacher to student and student to student interactions and reflects on those experiences.		
C. Displays appropriate interactions between teacher and students and among students		
D. Effectively uses classroom resources to make adaptations and accommodations required to differentiate instruction for all learners.		

Comments:

Category III: Instructional Delivery - used for evidence collected during observation

	Rating	Evidence
A. Displays efficient and effective verbal and non-verbal communication techniques.		
B. Uses effective questioning and discussion techniques.		
C. Displays ways to use technology as a teaching and learning tool.		
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.)		
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.		
I. Candidate is a strong vocal model.		

Comments:

Category IV: Assessment - used for evidence collected during observation

	Rating	Evidence
A. Uses effective formative assessment through the lesson.		
B. Is able to assess one's own teaching and modify as needed during the experience		

Comments:

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

	Rating	Evidence
A. 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:

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

	Rating	Evidence
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 laws and regulations.	3	On time + appropriate class
B. Complies with school and university policies and procedures regarding professional dress, attendance, observation behavior, and punctuality.	3	↓

Comments:

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.

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Student Name: _____ Co-operating Teacher & School: Shannon Sunday KAMS
 Subject: MUSIC Observation Dates: 10/18 Hours at school: 1.5
 Course: 7th Grade General Evaluator Signature: [Signature]

Using the rating scale below, rate the level of competency achieved for this experience: 3 2 1 0

RATING SCALE

- 3 - **Competent** (indicates a level of preparation and presentation that the student is ready for Level 3 Field experience).
- 2 - **Emerging** (indicates a level of preparation and presentation that shows growth, still needs experience)
- 1 - **Satisfactory** (acceptable beginning level of preparation and presentation for this experience, needs further experience)
- 0 - **Unsatisfactory** (inappropriately or superficially)
- N/A - not applicable to this pre-teaching experience

Using the same rating scale above, evaluate the pre-teacher on the following:

Category I: Planning and Preparation – used for evidence collecting during observation

	Rating	Evidence
A. Displays elements of planning and preparation		
B. Applies knowledge of PA Pre-K-12 Academic Standards to the lesson plan.		
C. Generates age- appropriate learning experiences.		
D. Lesson plan has clear instructional goals and a systematic procedure to attain them.		
E. Uses various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.		

Comments:

Category II: Classroom Environment – used for evidence collected during observation

	Rating	Evidence
A. Displays effective classroom management in the educational setting.		
B. Displays and encourages effective teacher to student and student to student interactions and reflects on those experiences.	<u>3</u>	<u>walked around and offered suggestions</u>
C. Displays appropriate interactions between teacher and students and among students	<u>2</u>	
D. Effectively uses classroom resources to make adaptations and accommodations required to differentiate instruction for all learners.		

Comments: Work on developing a rapport with students. Ask about their day, etc. "Do you have any questions" Have fun with them They want to see you enjoying yourself

Category III: Instructional Delivery - used for evidence collected during observation

	Rating	Evidence
A. Displays efficient and effective verbal and non-verbal communication techniques.		
B. Uses effective questioning and discussion techniques.		
C. Displays ways to use technology as a teaching and learning tool.		
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.)		
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.		
I. Candidate is a strong vocal model.		

Comments:

Category IV: Assessment - used for evidence collected during observation

	Rating	Evidence
A. Uses effective formative assessment through the lesson.		
B. Is able to assess one's own teaching and modify as needed during the experience		

Comments:

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

	Rating	Evidence
A. 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:

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

	Rating	Evidence
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 laws and regulations.	3	
B. Complies with school and university policies and procedures regarding professional dress, attendance, observation behavior, and punctuality.	3	on time - appropriate dress.

Comments:

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.



Category	5	4	3	2	1
Required Elements	The project is well-organized and meets all requirements	The project is well-organized and meets most requirements	The project meets most of the requirements but is unorganized	The project is organized but meets less than half of the requirements	The project is unorganized and meets less than half of the requirements
Content Accuracy	All the facts on the poster are accurate	The poster contains one or two inaccurate facts	The poster contains several inaccurate facts	The poster many inaccurate facts	The poster contains all inaccurate facts
Overall Appearance	The poster is neat, clear, and visually attractive. Evidence that pride and care was taken.	The poster is mostly neat, clear, and visually attractive.	Project appears rushed and somewhat careless, but the content is legible	The poster is messy, a little confusing, and not very attractive.	The poster is distractingly messy, careless, hurried, and illegible.
Grammar	Error-free	Nearly error-free. A spelling error or two may exist.	A few grammatical, spelling, and or stylistic errors.	Some errors in grammar/spelling that does not interfere with clarity.	Multiple grammatical, spelling, and stylistic errors that interfere with clarity.
Essay	The poster includes an essay explaining the poster and two ways the blues influenced our music today.	The poster includes an essay explaining the poster and influences of the blues but may be missing one or two key facts.	The poster includes an essay explaining the poster and influences of the blues but may be missing multiple key facts.	The poster includes and essay that is poorly written.	There is no essay.
Use of Class Time	Met the time requirement. Focused on getting the project done. Didn't distract others.	Met the time requirement. Usually focused on getting the project done. Minimal distractions.	Met the time requirement. Had to be reminded to stay on task. Often distracting to others.	Met the time requirement. Did not use class time wisely and very distracting to others.	Did not meet time requirement.

Blues Final: Required Elements

- Create a poster that:
 - Includes the basic elements/characteristics of the blues
 - Includes the 6 style periods we studied
 - 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.

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Student Name: Meghan Wald Co-operating Teacher & School: Shannon Sunday - Kutztown
 Subject: Chorus / Gen Music Observation Dates: 10/24 Hours at school: 2 hrs
 Course: Music Evaluator Signature: [Signature]

Using the rating scale below, rate the level of competency achieved for this experience: 3 2 1 0

RATING SCALE

- 3 - **Competent** (indicates a level of preparation and presentation that the student is ready for Level 3 Field experience).
- 2 - **Emerging** (indicates a level of preparation and presentation that shows growth, still needs experience)
- 1 - **Satisfactory** (acceptable beginning level of preparation and presentation for this experience, needs further experience)
- 0 - **Unsatisfactory** (inappropriately or superficially)
- N/A - not applicable to this pre-teaching experience

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Category I: Planning and Preparation – used for evidence collecting during observation

	Rating	Evidence
A. Displays elements of planning and preparation		
B. Applies knowledge of PA Pre-K-12 Academic Standards to the lesson plan.		
C. Generates age- appropriate learning experiences.		
D. Lesson plan has clear instructional goals and a systematic procedure to attain them.		
E. Uses various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.		

Comments:

Category II: Classroom Environment – used for evidence collected during observation

	Rating	Evidence
A. Displays effective classroom management in the educational setting.		
B. Displays and encourages effective teacher to student and student to student interactions and reflects on those experiences.		
C. Displays appropriate interactions between teacher and students and among students		
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Comments:

Category III: Instructional Delivery - used for evidence collected during observation

	Rating	Evidence
A. Displays efficient and effective verbal and non-verbal communication techniques.		
B. Uses effective questioning and discussion techniques.		
C. Displays ways to use technology as a teaching and learning tool.		
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.)		
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.		
I. Candidate is a strong vocal model.		

Comments:

Category IV: Assessment - used for evidence collected during observation

	Rating	Evidence
A. Uses effective formative assessment through the lesson.		
B. Is able to assess one's own teaching and modify as needed during the experience		

Comments:

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

	Rating	Evidence
A. 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.	3	worked with life skills student

Comments:

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

	Rating	Evidence
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 laws and regulations.	3	arrived on time
B. Complies with school and university policies and procedures regarding professional dress, attendance, observation behavior, and punctuality.	3	dressed professionally

Comments:

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.



KUTZTOWN UNIVERSITY
DEPARTMENT OF MUSIC

Level 3 Field Experience Form-Simplified (revised for 2019)
Music Education, Kutztown University

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:

Singlet
10/29/19

Date:

Cooperating Teacher Email:

ssunday@kasd.org

Time KU Music Student Spent at the School: time in:

7:35 time out: 8:35

TOTAL HOURS at the school: 1 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.)

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



KUTZTOWN UNIVERSITY
UNIVERSITY OF PENNSYLVANIA

Level 3 Field Experience Form-Simplified (revised for 2019)
Music Education, Kutztown University

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Cooperating Teacher Signature:

10/31/19  Date:

Cooperating Teacher Email:

SSunday@kasd.org

Time KU Music Student Spent at the School: time in:

7:40 ~~7:00~~ time out: 8:40

TOTAL HOURS at the school: 1 hr Time

spent in lesson Preparation: 1/2 hr

**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

assigned a warm up for choral students
develop
focusing on diction, and ^{breathing} lengthening high notes.



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Music Education, Kutztown University

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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:

Valerie Trollinger
11/5/19

Date:

Cooperating Teacher Email:

ssunday@kasd.org

Time KU Music Student Spent at the School: time in:

2:25 time out: 8:45 + 2:30

TOTAL HOURS at the school: 2.25 hrs 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.)

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
warmup for
chorus

4. Dress is appropriate (cooperating teacher evaluation)

- talked about
jeans only on Weds + Fri

5. Pre-Teacher Student arrives before class and is prepared with any materials the cooperating teacher may have provided. (Cooperating teacher evaluation)

- 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



KUTZTOWN UNIVERSITY
DEPARTMENT OF MUSIC

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Music Education, Kutztown University

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Cooperating Teacher Signature:

SSunday
11/7/19

Date:

Cooperating Teacher Email:

SSunday@kaschool.org

Time KU Music Student Spent at the School: time in:

7:40 time out: 8:40

TOTAL HOURS at the school: 1 hr Time

spent in lesson Preparation: 1 hr

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.)

explain what
you want them
to do -

- arms in air
- neck roll
- arm cross

demonstrate - breathing exercise

first - major start with 4 → 6 → 8 → 6 → 4

what is a lip trill -

do you want them to do movements with some of
the warm ups → you are doing movements they
weren't sure.

Tell them to listen you are going to model + tell
them when to start.

Yes NO

Yes NO

Yes NO

Comments as needed or email Dr.
Trollinger

know your
keyboard if
you're going
to use it

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:

vocal
created warmups and presented to
small group band / chorus 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)




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Music Education, Kutztown University**

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Cooperating Teacher Signature:



11/14/18

Date:

Cooperating Teacher Email:

ssunday@kaskd.org

Time KU Music Student Spent at the School: time in:

7:45 time out: 8:45

TOTAL HOURS at the school: 1hr Time

spent in lesson Preparation: 1hr

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 better
prep. and delivery
make sure you are clear
to have them listen once
or to demonstrate physical
warmups

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

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)



KUTZTOWN UNIVERSITY
DEPARTMENT OF MUSIC

Level 3 Field Experience Form-Simplified (revised for 2019)
Music Education, Kutztown University

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:

Engel
11/19/29

Date:

Cooperating Teacher Email:

ssunday@kasd.org

Time KU Music Student Spent at the School: time in:

7:45 time out: 8:45

TOTAL HOURS at the school: 1 hrs Time
spent in lesson Preparation: 1 hrs

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



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DEPARTMENT OF MUSIC

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Cooperating Teacher Signature:

Imolant
12.5.19

Date:

Cooperating Teacher Email:

ssunday@kasd.org

Time KU Music Student Spent at the School: time in:

1:35 time out: 2:20

TOTAL HOURS at the school: 1hr Time

spent in lesson Preparation: 1hr5

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.)

Meghan needs to understand the importance of lesson introduction and clarity in explaining directions & expectations.
(what to do when finished -
- Explaining the assignments)

~~Don't~~ Don't be afraid to ask questions. The best thing to do is to script out your opener and expectations/instructions

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

Name:

New Orleans

Activity 1:

Putting it all together: Match the number for each term listed on the left with its definition on the right. Hint: Use the glossary!

- | | |
|-----------------------------|--|
| 1. "Big Four"s | _____ a. The trumpet, trombone, and
clarinet |
| 2. Call and Response | _____ b. a group of people following
a jazz band parading down the street |
| 3. Collective improvisation | _____ c. an accent on the fourth beat
of every other measure |
| 4. Front line | _____ d. the repeated interactions of
rhythms to form a pattern |
| 5. groove | _____ e. when a musician improvises
separately from the other musicians. |
| 6. register | _____ f. when one instrument makes
a statement and another answers it. |
| 7. rhythm section | _____ g. the range in which an
instrument sounds. |
| 8. riff | _____ h. when two or more people
improvise at the same time. |
| 9. second line | _____ i. the drums, bass, and piano. |
| 10. solo | _____ 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."