

Handbook for MUSIC EDUCATION Field Experiences



TEACHER EDUCATION PROGRAM
NORTH GREENVILLE UNIVERSITY

Spring 2016

WELCOME

Welcome to the world of field experiences. Opportunities are provided for you to apply your knowledge, skills and dispositions as you work with diverse learners in a variety of settings during field experiences. As you progress from one field experience to another, you will begin to understand the varied and complex aspects of teaching. Designed to be both incremental and well sequenced, field experiences help you to develop the competence necessary to begin your career as a teacher.

This component of field experiences is characterized by collaboration, educational environments with most appropriate practice associated with sound professional expertise, and candidate's accountability through distinct and numerous assessments. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates observe, reflect, assist, tutor, manage, instruct, and assess in PK-12 music classrooms.

The over-arching focus of all field experiences is the same throughout the Teacher Education program, to give candidates authentic experiences within an environment of growth. Candidates are mentored to become effective practitioners, caring leaders, and lifelong learners collaboratively by the University mentors and classroom teachers.

The remainder of this handbook provides one with explanations for different field experience in music education and forms for documenting the hours spent in public school classrooms.

CONCEPTUAL FRAMEWORK

Vision of the College of Education

The College of Education seeks to prepare teachers who have not only deep understanding of subjects and methods of teaching, but also deep understanding of students; who not only facilitate students' learning, but also promote students' holistic wellbeing; who desire not only to see others continually grow and develop, but themselves also. We envision our graduates teaching effectively through example and continually learning the art and science of the teaching profession.

Mission

The self examination proves required in the development of our Conceptual Framework has led to an insightful discovery of who we are as the College of Education at North Greenville University. We are the link between past, present, and future.

This neophyte teacher education program, first approved in 1997, has grown at an astonishing rate. In ten short years we have graduated 196 Elementary, Early Childhood, and Music Education majors. This rapid program growth parallels the growth of the institution as a four-year University.

Although the institution was accredited as a four-year college in 1991, roots were established in 1891 when Southern Baptists had the vision to begin a school in the "Dark Corner" of South Carolina. Established to bring light into the darkness through Christian education, the school has now come full circle. Building on a heritage of belief that education can and must provide light in the darkness, we now have a teacher education program which trains teachers not only for this geographic area, but also for other states and foreign countries.

J. Dean Crain, Principal of North Greenville Academy in 1914, predicted that "the school is just entering upon its career of usefulness, and ere long what is known far and wide as the Dark Corner of South Carolina shall become famous for the light shed by the lives of its people" (Crain, 1914, p. 65). As the present link in the fulfillment of this mission, we prepare students to respond to God's vocational calling for their lives. The College of Education, with university and community stakeholders, conceived and designed a teacher education program that prepares teachers who experience a sense of calling to the profession to become *effective practitioners, lifelong learners, and caring leaders*. We urge our graduates to remember this past and go forward with resolve and courage. We challenge them, just as Paul, in Philippians 3:14 (NIV) to press on toward the goal to claim the prize for which God has called them.

Building on a heritage of teachers who modeled behaviors indicative of high expectations, the faculty in the College of Education continue to demonstrate for students the knowledge, skills, and dispositions that empower them to go forward with resolve and courage as teacher education graduates of a school "of high grade equal to any in the country" (Howard, 1967, p. 5). **IN ALIGNMENT WITH THE PURPOSE AND MISSION OF NORTH GREENVILLE UNIVERSITY, THE MISSION OF THE COLLEGE OF EDUCATION IS TO DEVELOP TEACHERS WHO POSSESS KNOWLEDGE, SKILLS, AND DISPOSITIONS THAT EMPOWER THEM TO FOSTER LEARNING IN ALL STUDENTS.**

Our logo encapsulates in graphic form the interrelationship of our vision, mission and outcomes reflected in three conjoining circles and linked by the light of a calling to the profession.



TEACHER EDUCATION PROGRAM NORTH GREENVILLE UNIVERSITY

AIM

The teacher education program at North Greenville University, a Christ-centered institution, prepares teacher candidates to become effective practitioners, caring leaders, and lifelong learners in a diverse, changing society.

PHILOSOPHY

Our beliefs about how best to prepare teacher candidates to become effective, reflective and facilitative practitioners rest, first of all, on the Bible as the solid foundation for a philosophy of education and of life, in keeping with the Christian commitment of North Greenville University. Other knowledge bases that provide direction to our efforts include educational theory and research, the wisdom of practice, and state and national policy directives.

Academic research and the American public agree that teacher quality is the most important education factor driving student performance (Milken, 2000). Studies reported by Marzano (2003) confirm the profound impact a teacher can have on individual student achievement, noting a positive relationship between teachers' content and pedagogical knowledge and student achievement. The link between social support, academic learning and student achievement suggests that teachers must not only provide the instruction necessary to meet high expectations, but must also provide a sense of trust, confidence, and psychological safety that allows students to learn. The findings of Lee, Smith, Perry, and Smylie (1999) suggest that gains in student achievement require both high academic expectations and the social support necessary for students to achieve.

Teachers are decision makers and problem solvers working in a very complex environment with multiple, simultaneous demands on their time and attention. Mere mindless application of techniques based on research and learned by rote is not sufficient to solve the problems of teaching; prospective teachers must learn to practice reflectively (Schon, 1987). Teachers who conceive of and conduct themselves as learners provide a model for students and are better able to help students succeed as learners (Sternberg, 1987). Ongoing professional growth is a hallmark of quality in teaching.

High quality in teaching is also a function of caring; school relationships characterized by caring promote growth among teachers as well as students (Noddings, 1992). As Palmer (1998) described it, good teaching cannot be reduced to technique; it comes from the identity and integrity

of the teacher. Good teachers' methods vary widely, but they consistently create connections among the teacher, the students and the subject; they build a community. Sergiovanni (1992) spoke of schools becoming "virtuous enterprises;" Chaskin and Rauner (1995) urged us to search for ways to build caring into the environments in which young people develop. Teachers who care for and serve the best interests of their students are fulfilling a spiritual principle (Philippians 2:4); they are demonstrating love and exercising Biblical servant-leadership.

In addition to valued research on quality in teaching, students can provide insightful and articulate observations on excellence in teaching. Fall, 2003, the entering freshmen at North Greenville University were required to write an essay for freshman English placement based on one of two writing prompts: What is an excellent student? or What is an excellent teacher? A Division of Education faculty member analyzed 145 responses to the question of what is an excellent teacher. Not surprisingly, students focused on those qualities and characteristics correlating to our philosophy, and ultimately, our outcomes that define excellence in teaching. Students identified a caring, compassionate, selfless, and sacrificial teacher who "goes the extra mile" by staying late, being available, knowing students' needs, and expressing a willingness to help. Students also identified knowledge of the subject, a demonstration of a variety of teaching and classroom management skills, personal traits of fairness, loyalty, and honesty, and a commitment to lifelong learning as characteristics of the excellent teacher. Finally, students identified recognition of individual differences reflected in proficiencies such as, providing different learning activities for different types of students, answering and assisting all students, and adapting to differences in learning and teaching styles.

Additionally, a fundamental area that must permeate all educational programs is multicultural education. Teacher candidates must be prepared for an environment requiring diverse and complex human responses, both cognitively and affectively. The cultural fusion into a melting pot of cultures is no longer the reality; rather, it is a mosaic of many colors and forms, each piece of which retains its uniqueness. In contrast, the racial and ethnic composition of American teachers continues to be primarily white female (Chisholm, 1994, p.3). As reflective practitioners, teacher candidates must develop an awareness of their own cultural perspective. Teacher candidates must also develop a cultural competence to function comfortably in a culture different from their own. Teacher candidates must develop and appreciate all aspects of culturally diverse groups, including their values, stories, art, music, religions, and learning styles. They must recognize the close links of cultural roots and cognition in order to adapt with appropriate teaching styles (Boykin, 2000).

Recognizing also the importance of preparation of teacher candidates for a broader societal scope, we collaborate with those state and national program directives that articulate standards to develop a common core of knowledge and skills to be acquired by all new teachers. The Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, has developed standards based upon shared views within the profession of what constitutes professional teaching. In addition, the South Carolina Department of Education has articulated performance dimensions as a component of the Assisting, Developing and Evaluating Professional Teaching System (ADEPT). These expectations are based on a large repertoire of knowledge and skills that provide the foundation for competent practice (SCTeachers.org), and are required in all South Carolina teacher education programs for teacher evaluation and improvement.

The College of Education recognizes that learner-centered, constructive, experiential, collaborative, and reflective approaches to instruction promote deep, powerful, meaningful learning, both in teacher education and K-12 schooling (e.g., Darling-Hammond, 1997; Gardner, 1999; Zemelman, Daniels & Hyde, 1998). We find ourselves on a trajectory of growth toward deeper understanding, more effective practice, and enhanced capacity to facilitate such learning with our teacher candidates.

Based ultimately on a spiritual foundation, the program prepares candidates according to these principles:

- Candidates prepare to become caring, committed practitioners through a logical, coherent, knowledge-based program which allows them to develop their abilities through guided experience in the field.
- The program is aligned with professional (NASM), (INTASC), and state (ADEPT) standards and policies.
- Desired outcomes for candidates are clearly articulated and constitute the objectives for each course and learning experience conducted within the program.

Candidates who meet these objectives for knowledge, skill, and dispositions, articulated as proficiencies, will be competent in subject matter knowledge, as well as be able to facilitate learning and to nurture the self-concept and self-efficacy of all learners. They will also be able to serve schools as caring leaders and be practicing members of the “club of life long learners”(Smith, 1983).

THE NEB AND MARTHA CLINE SCHOOL OF MUSIC

North Greenville University offers professional degrees within a strong liberal arts setting with the BA in Church Music (Praise and Worship Track and Seminary Track), Music Education, and Music Performance. The four components of theoretical skills, style recognition, basic keyboard proficiency, and performance proficiency are inter-related, working together to provide the experiences necessary for the development of effective musicians. Additional components are found in the specialized areas of church music, music education, and performance.

North Greenville University is an accredited institutional member of the National Association of Schools of Music. In addition, the University is an “All Steinway” institution.

Mission

The mission of the music program is to enrich the cultural experiences of the general student body and to prepare students for the professional practice of music. Included is the desire to develop musicians who possess the knowledge skills, and behavior that foster competence in the field.

To this end the School of Music has the following goals:

- To be a vital, contributing member of the local and campus community.
- To assist students to develop cognitive skills in order to be successful musicians in the field or in graduate school.
- To provide opportunities for solo and ensemble performances utilizing a wide range of repertoire.
- To provide concerts, recitals, and master classes that include guest artists in order to expose students to high levels of artistry.
- To work toward strong relationships between the music program and area schools and churches.

Music Education

Mission

The mission of the Music Education program at North Greenville University is to offer a music/liberal arts-based curriculum which leads to a Bachelor of Arts in Music Education/Choral or Bachelor of Arts in Music Education/Instrumental. In keeping with the institution’s Statement of Purpose, this program seeks to enable students to integrate academic discipline, Christian lifestyle, and an enriched cultural experience by offering course work that will develop teachers who possess the knowledge, skills, and dispositions to foster learning in youth.

The goals of the Music Education program at North Greenville University are that its graduates

1. demonstrate proficiency in the language and grammar of music;
2. acquire skills using the basic elements of music: melody, rhythm, harmony, timbre, texture, dynamics, arranging, movement, and form in both aural and visual analysis;

- 3. develop an understanding of the relationship between music history and literature from past and contemporary cultures(both western and non western) and the influence that music and other performing arts forms have on each other;
- 4. demonstrate a personal commitment to the art of music in teaching music as an element of civilization, and to encourage the artistic and intellectual development of students, serving as a role model for students through a commitment as an independent professional;
- 5. acquire skills in recreating, through performance compositions from all historic, cultural, and stylistic perspectives, thus providing opportunities to create new compositions representative of the 21st century;
- 6. develop the capability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage;
- 7. demonstrate the capability to inspire others and to excite the imagination of students, thus engendering a respect of music and a desire for musical knowledge and experiences;
- 8. demonstrate the ability to evaluate ideas, methods, assessments, and policies in the arts, the humanities, and in arts education for impact on the musical and cultural development of students;
- 9. demonstrate knowledge of research, research sources, and research techniques in Music Education, thus gaining the ability to use research in the teaching and assessing of music and the improving of musicianship;
- 10. demonstrate knowledge of the theories of child development and learning styles as appropriate to classroom instruction , K-12;
- 11. demonstrate an understanding of careers in Music Education and service to the community at large.

DESCRIPTION OF FIELD EXPERIENCES MUSIC EDUCATION

Part of the requirements for a Teacher Education Program at a college/university includes at least 100 hours of field experiences prior to student teaching. The Music Education Program of the Cline School of Music, North Greenville University includes 120 hours of field experiences prior to the 60 days of student teaching.

The Music Education Field Experiences at North Greenville University have two primary purposes. The first is to introduce teacher education students to the teaching profession through performance in a classroom experience, thus allowing for the development of professional attitudes, dispositions, and teaching styles. The second is provide teacher education students with direct observation of and active performance in teaching in various subject areas, which may include instrumental, strings, choral, or general music.

A variety of field experiences are provided, which are sequential and incremental in nature, designed to allow students to observe and practice what they have learned in the classroom. The field experiences in Music Education occur in a variety of settings that provide students with opportunities to interact with PK-12 students of diverse abilities and cultural backgrounds. Evaluation forms for student/cooperating teacher/university supervisor are found in the Appendix.

Field experiences for all university students begin with specific observational, clinical, and tutorial tasks during the freshman year in EDUC 1210, Introduction to Education. Students observe in diverse settings during this time. Students are required to keep a journal of observation experiences. Opportunities to interact with exceptional students, both disabled and gifted are provided. Twenty hours are spent in the first field experience.

Field experiences continue with a broader set of requirements in Music Education Technique Classes, MUED 2100, 2110, 2120, 2130, and 2140. Eight hours of field experience are required in

each of these technique classes for a total of 40 hours. The technique classes are spaced throughout the sophomore and junior years. In the second semester of the junior year, music education majors are enrolled in MUED 3105 in conjunction with MUED 3320, Music in the Elementary/Middle School. During this semester, students spend 20 hours each in an elementary school and a middle school setting. An even greater variety of activities are included in this field experience as students are required to use skills learned in the methods class to plan and teach a lesson in each location under the supervision of the Music Education Field Experience Coordinator. The first is video-recorded for evaluation purposes and the second is formally observed and evaluated by the supervising teacher. A Long Range Plan (South Carolina ADEPT Evaluation Format) for teaching in the elementary school general music program and a middle school instrumental or choral LRP are developed by the student during this course.

In the first semester of the senior year, the music education major is enrolled in either MUED 4401, Choral Music in the High School or MUED 4402, Instrumental Music in the High School. This course includes Field Experience III requiring students to work with secondary students of diverse abilities and cultural backgrounds within a variety of settings for a total of 40 hours. Students teach and video-record a lesson under the supervision of the professor of the methods courses and the field experience coordinator. Both supervisors provide feedback on content and teaching strategies. During this placement a Long Range Plan for a high school instrumental (band or strings) or choral program (ADEPT Evaluation Format) is developed. Teacher candidates are also required to keep journals of their observations in all of the field experiences.

North Greenville University works collaboratively with the public schools to continually evaluate and improve the guidelines for all field experiences. Suggestions from the public school teachers regarding changes in the program are considered and incorporated whenever possible. Specific requirements for the individual field experiences are detailed in the course syllabi.

Placements in diverse school communities is an important part of the planning for field experiences. Evaluation procedures, forms, and reports required for each clinical experience are included in the Appendix of this document.

STRUCTURE OF THE FIELD EXPERIENCE PROGRAM

The field experiences component for the Music Education degree program of the Teacher Education Program at North Greenville University has three levels. Two levels are integrated with required teacher education courses. The third level is directed student teaching. **A student who fails to complete the required hours of observation at any level, will be required to repeat the class and observation hours before moving forward in the correct order for classes.**

CLINICAL Experience Level		Course Integration
Level 1	20 hours	EDUC 1210 Introduction to Education
Level 2	8 hours	MUED 2100 String Techniques
	8 hours	MUED 2110 Brass Techniques
	40 hours (MUED 3105)	MUED 3320 Music in the Elementary/ Middle School
	8 hours	MUED 2120 Woodwind Techniques
	8 hours	MUED 2130 Vocal/Choral Techniques
	8 hours	MUED 2140 Percussion Techniques
	40 hours	MUED 4401 Music in the High School Choral
	40 hours	MUED 4402 Music in the High School Instrumental

Dress Code Policy for Teachers at Field Placements/Student Teaching

Teacher candidates in Field Experience and Student Teaching are expected to wear professional attire in the cooperating schools. Specifically, NGU students should dress as if they were teachers, avoiding such attire as flip flops, jeans, shorts, t-shirts, athletic warm-ups, tops or dresses with very thin straps or very low necklines, and any other clothing that fails to present NGU and the teaching profession in a positive light. No tattoos or body piercings should be visible. When in doubt, the student should be slightly more formally dressed than the cooperating teacher.

- Gentlemen are expected to wear dress trousers, dress shoes (no athletic shoes or sandals), and button down shirt or polo shirt. Neck ties are encouraged, but are only required if the placement school requires ties. Neck ties present a very professional look that separates gentlemen from the students they serve.
- Ladies are expected to wear dresses, skirts, dress pants and blouses, or dress pants suits. Length of skirt should conform to rules of the placement school and should represent modesty and good taste. Sheer blouses and dresses are not permitted. Tight fitting pants, yoga style pants, and leggings are NOT acceptable.

Rationale:

Teachers are professionals. Patrons expect a special level of appearance of professionals employed by the community. Teachers are leaders and a little more is expected of leaders. Dress brings a certain level of respect to the person.

A casual appearance brings a casual relationship. A formal appearance brings a formal relationship. The attitude of students and the dress of students is enhanced when teachers are dressed properly. This adds to the self-concept of the teacher. Classroom climate is improved by the appearance of classroom leaders. Students' attitudes toward classroom work is improved when teachers are attractive, neat, and clean. Dress sets teachers apart from students, helping to provide a proper student-teacher relationship. A poor appearance brings a poor relationship.

School boards of trustees want a friendly and cordial relationship between students and teachers with teachers always in control of the classroom through a leadership role. School boards of trustees believe this dress code policy will help bring this relationship to the classrooms.

Outside Activities

Teachers are expected to spend their time outside the school day in such a way as to protect the general welfare of the school. Outside activities should not conflict or interfere with the teacher's best school work.

I have read and understand the field experience/student teaching dress code policy requirements, and I pledge to abide by them.

Printed Student Name

Student Signature

Field Placement Course

Date

Communication Regulations for Field Placements/Student Teaching

Communication with school students:

There is to be **NO contact** between North Greenville University students and the public school students with whom they are placed for College of Education field placements/student teaching through any form of social media (including, but not limited to: Facebook, texting – through any media, telephoning, personal emailing).

Violation of this policy may lead to: termination of field placement/student teaching, grade of “F” for that course, probation or suspension from the College of Education Teacher Education Program, and/or additional consequences from North Greenville University.

I have read and understand the field experience/student teaching policy requirements related to communications with students, and I pledge to abide by them.

Printed Student Name

Student Signature

Date

Field Placement/Student Teaching Course number and name

INTRODUCTORY FIELD EXPERIENCES

Field experience begins with specific observational, clinical, and tutorial tasks in the freshman year in EDUC 1210. Music Education students observe in a variety of settings during this time rotating between elementary, middle, or high school. Opportunities to interact with exceptional students, disabled and gifted as well as diverse school populations are provided.

PURPOSE: The purpose of the first field experience in EDUC 1210 is to provide students with opportunities to observe and assist the classroom teacher, participate in classroom routines, and work with students in a variety of learning experiences. The students also have special assignments to complete. These experiences give the university students an overview of school and a basis for deciding on teaching as a career choice. Students observe a minimum of twenty hours during the semester. Music Education majors are to observe in a regular classroom setting thereby gaining knowledge of the total school organization and curricula.

GOALS: University students will be able to

1. gain understanding of the teaching profession
2. make informed decisions about the career of Music
3. demonstrate understanding of the role of curriculum standards

FIELD EXPERIENCES, LEVEL II

ELEMENTARY/MIDDLE SCHOOL/HIGH SCHOOL

Music majors begin in the sophomore year to spend 8 field hours at a middle school while enrolled in various MUED Tech classes. Students observe an experienced music educator instructing and assessing students as they perform on each of the instruments of the wind ensemble/string ensemble, and in vocal/choral classes. Opportunities are provided for the university student to work one on one with students in these field experiences.

In MUED 2100, String Techniques, students will complete eight hours of field experience as a requirement of this class.

Student Learning Outcomes are

1. to demonstrate how stringed instruments work
2. to acquire historical knowledge in the development of the stringed instruments
3. to demonstrate the principles of good tone production for each of the string instruments
4. to play each of the string instruments, demonstrating with a two octave scale
5. to develop pedagogical skills for each string instrument
6. to become knowledgeable of 21st century developments in teaching techniques for diverse students with varying learning styles
7. to assess the performance skills acquired by the students
8. to demonstrate bowing techniques, correct terminology, and ways to improve these techniques
9. to acquire knowledge of the public school string program, including recruitment, class organization, physical arrangements, and ideas for building and sustaining interest in the string program.

In MUED 2110, Brass Techniques, students will complete eight hours of field experiences.

Student Learning outcomes are

1. to demonstrate skill competencies in performing on each of the major brass instruments
2. to acquire knowledge of the techniques for teaching each of the brass instruments
3. to acquire skills in assessing the performance of students being taught
4. to demonstrate a basic knowledge of instrumental problems and strategies in solo performance, large and small ensembles
5. to demonstrate the ability to teach groups in both classroom and ensemble settings, using good communication skills, effective classroom/rehearsal management. and planning of concerts for diverse school populations
6. to demonstrate the use of various assessment tools in evaluating the students' progress and performance as well as aptitudes, experiential backgrounds
7. to develop a notebook of resource materials for use in teaching
8. to demonstrate knowledge of theories of child development appropriate to classroom instruction as related to music instruction.

Music education majors take MUED 3105 as a second field experience in the junior year.

GOALS OF MUED 3105

The goal of Field Experience II, MUED 3105, in Music Education is to provide classroom experiences in an elementary/middle school setting. Music Education majors take MUED 3105 as a co-requisite to MUED 3320, Music in the Elementary School. Students spend twenty hours in an elementary placement and twenty hours in a middle school placement.

The student learning outcomes of MUED 3105 are

1. to observe and interview an elementary and a middle school music classroom teacher

2. to assist a classroom music specialist with a music lesson
3. to design a lesson plan for an elementary and a middle school classroom
4. to teach or co-teach a music lesson at the elementary and the middle school level
5. to keep a reflective journal, which includes an evaluation of teaching activities and materials
6. to use current research in the selected field of instruction
7. to examine instructional materials for teaching general music and middle school choral/instrumental music
8. to video tape a lesson for use in self-evaluation
9. to develop a personal file of sample music lessons, curriculum guides, and other classroom sources
10. to perform in a seminar class discussing and evaluating the classroom experiences.

FIELD EXPERIENCES, LEVEL II (con't)

During the junior or senior year, Music Education students are enrolled in MUED 2120, MUED 2130, and MUED 2140, a continuation of the technique classes begun the previous year. Eight hours of field experiences are a part of each of these three technique classes.

MUED 2120 **Woodwind Techniques.** In this class students will achieve the following student learning outcomes

1. to demonstrate and teach the proper method of tone production for each instruments
2. to demonstrate and teach correct fingerings
3. to demonstrate and teach good embouchure and breath control
4. to demonstrate skills in different pedagogical techniques for diverse populations
5. to learn to select and purchase quality instruments for school use

6. to care and maintain instruments
7. to select, care and adjust reeds
8. to properly store instruments
9. to teach historical aspects of the woodwind instruments
10. to demonstrate general skills in performing each woodwind instrument
11. to demonstrate knowledge of method literature and solo repertoire for each instrument
12. to demonstrate knowledge of the assessment process for students in public school who are performing on woodwind instruments.

In MUED 2130, *Vocal/Choral Methods for Teachers*, student learning outcomes include

1. to identify basic concepts of voice pedagogy
2. to use basic concepts of voice pedagogy with students of diverse backgrounds with varying learning styles
3. to use various techniques for securing good tone quality, proper breathing, and and musical form with singers in developing a good self-image
4. to identify resources, including multi-cultural and technology, for teaching vocal music to vocal students
5. to teach a demonstration lesson for peers with a developed lesson plan and assessment

In *Percussion Techniques*, MUED 2140, the fifth technique class with eight hours of field experience, the student learning outcomes are

1. to demonstrate basic competence in performing on a variety of percussion instruments
2. to demonstrate knowledge of various literature for percussion instruments
3. to demonstrate methods of assessing percussion performance and literature

4. to demonstrate critical thinking skills through listening, analysis of what is heard, and discussion of that analysis with the instructor
5. to demonstrate a basic knowledge of instrumental (percussion) problems and strategies in solo, large, and small ensembles.

In the first semester of the senior year, the music education majors are enrolled in either MUED 4401, Choral Music in the High School, or MUED 4402, Instrumental Music in the High School.

Field Experience III is a component of this course allowing students to observe and perform specific activities in a high school music class for a minimum of 40 hours.

MUED 4401/4402 Field Experience III. The student learning outcomes/objectives are

1. to observe and interview a high school band, string, or choral classroom teacher
2. to assist the classroom teacher in various class activities
3. to design a lesson plan for a teaching project, using at least two different teaching strategies for diverse students with varying learning styles
4. to teach the music lesson plan which may include directing the band, the string ensemble, or the chorus in a classroom rehearsal situation
5. to assess the lesson plan and the lesson through a videotape of one lesson
6. to keep a reflective journal, which includes an evaluation of teaching activities and materials
7. to develop a personal file of sample lessons, curriculum guides, and other classroom resources
8. to discuss in a seminar the classroom experience at the high school level.

All syllabi include requirements for each course as well as the self-evaluation of dispositions which is a part of the Conceptual Frame Work of the College of Education. The courses described in this document have all been aligned with the Outcomes and Proficiencies of the Conceptual Framework of the College of Education. Various types of assessments have been aligned with the Conceptual Framework.

FIELD EXPERIENCE, LEVEL III

DIRECTED STUDENT TEACHING

The final phase of the field experience component is Directed Student Teaching, MUED 4655 for music education majors. At this third level, students are required to gradually assume responsibility for teaching duties during a twelve-week (60 day) period. THE STUDENT TEACHER HANDBOOK describes in detail the requirements for this level as shown in the Syllabus for MUED 4655 which is aligned with the College of Education's Conceptual Framework. (This HANDBOOK may be purchased in the University Bookstore.)



TEACHER EDUCATION PROGRAM
NORTH GREENVILLE UNIVERSITY

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**North Greenville University
College of Education**

Field Experience Agreement

Recognizing the importance of experiential learning to the development of teaching competence and the need to provide sequentially planned, supervised, and evaluated field experiences that allow prospective teachers to demonstrate proficiency in performing teaching responsibilities in school settings, the parties named below agree to collaborate to assure shared responsibilities in the delivery of planned sequence of field experiences (pre-student teaching and student teaching) for students enrolled in North Greenville University's education program.

This agreement is made and entered into this _____ day of _____, 20_____

by and between _____

hereinafter referred to as the Local Education Agency (LEA), and North Greenville University Education Division, hereinafter referred to as the Institution of Higher Education (IHE).

Whereas, the IHE desires to place certain students preparing for the teaching profession in the LEA for field experiences;

And whereas, the LEA wishes to utilize the services to be rendered by such students;

Now therefore, in contemplation of the relationship between the parties and in consideration of the mutual covenants contained herein, the parties mutually agree as follows:

A. The LEA agrees to:

1. Identify appropriate schools for university-requested assignments. It is the intent of the IHE to provide students with a variety of settings, which offer pre-service students opportunity to work with students with diverse abilities and cultural backgrounds.
2. Designate appropriate individuals charged with placing students in field experiences. All official business including placement and communications will be conducted by the designed IHE and LEA contact persons.

Field Experience Agreement

3. Identify appropriate field experience and supervising teachers for university-requested assignments. The following are specifications for pre-student teaching cooperating teachers:
 - a. Hold a valid teaching certificate.
 - b. Have successfully taught a minimum of two years.
 - c. Have the school principal's endorsement as a good role model for teaching.
4. Place student teachers with cooperating teachers who meet the following criteria:
 - a. Hold a valid teaching certificate in the area of supervision.
 - b. Have successfully taught for a minimum of three years, two of which must have been in the subject area for which supervision is assigned.
 - c. Have completed North Greenville University training for cooperating teachers which includes training in using the performance assessment procedures established by the State Board of Education.
 - d. Have been recommended by the superintendent or his designee for service as a cooperating teacher.
5. Share responsibility with the IHE for orientation and training of cooperating teachers.
6. Provide appropriate supervision of students, and in the event of a teacher's absence, provide a substitute teacher. Students from the IHE may not be paid employees in an instructional role during any field or student teaching experience.
7. Provide teachers who will willingly undertake the supervisory responsibilities of regularly observing and documenting the performance of the student and preparing the written summary evaluations.
8. Designate a contact person(s) to work cooperatively with the IHE. All official business including placement and communications relative to the field experiences will be conducted by the designated IHE and LEA contact persons.

B. The IHE agrees to:

1. Select students who meet qualifications outlined by the teacher education program. Students enrolled in Field Experiences will:

Field Experience Agreement

- a. Be enrolled in identified education courses of the IHE.
- b. Have an expressed desire to develop the following:
 1. A commitment to teaching.
 2. An open and flexible teaching personality.
 3. Effective speaking and listening skills
 4. A command of the subject matter necessary for teaching.
 5. Ability to work cooperatively with others.
 6. An understanding of the teaching-learning process.
 7. Ability to plan for and deliver effective instruction.

Students enrolled in directed student teaching will:

- a. Have been admitted to the Teacher Education Program, meeting all requirements, one semester prior to student teaching.
- b. Have completed necessary courses required before student teaching.
- c. Have completed all necessary forms and documents prior to student teaching.
- d. Have demonstrated the following:
 1. A commitment to teaching.
 2. A flexible teaching personality.
 3. Suitable concern for health and appearance.
 4. Effective listening and speaking skills.
 5. An appropriate understanding of the teaching-learning process.
 6. The ability to plan for and deliver effective instruction.

Field Experience Agreement

7. Effective classroom management.
 8. The ability to perform a variety of tasks necessary for classroom organization.
 9. Competence in evaluating students.
 10. The ability to motivate students.
 11. The ability to deal fairly with students.
 12. The ability to work cooperatively with others.
 13. The ability to profit from feedback.
 14. A potential for professional growth.
2. Provide students and cooperating teachers with requirements of each field experience. These are outlined in the field experience handbooks and detailed in the individual course syllabi.
 3. Explain to students and cooperating teachers the procedure students must follow in case of an excused absence. This procedure includes:
 - a. Notifying the school and cooperating teacher.
 - b. Notifying the supervising teacher.
 - c. Making provision for making up the excused absence.
 - d. Recognizing that unexcused absences will not be tolerated.
 4. Select supervising teachers who meet the following criteria:
 - a. Have successfully taught for at least two years in the public schools.
 - b. Have successfully completed training in performance assessment procedures established by the State Board of Education.
 - c. Have participated in the university's training program for supervising teachers.

Field Experience Agreement

5. Assume responsibility for coordinating the development of cooperating teachers' orientation and training with the LEA programs.
6. Provide supervisors who will willingly undertake the supervisory responsibility of regularly observing and documenting the performance of the student and preparing the written summary evaluations indicating a grade for student teaching.
7. Provide written materials to cooperating teachers defining their responsibilities.
8. Share responsibility with the LEA for other appropriate activities relative to the field experience program.
9. Designate a contact person who will work cooperatively with the LEA contact person in making assignments and administering other aspects of the field experiences program. All official business and communications relative to field experiences will be conducted by the designated IHE and LEA contact persons.
10. Require all students to have health insurance.
11. Ensure that supervising faculty has professional liability coverage in amounts not less than \$100,000 per occurrence; \$300,000 in aggregate. Written documentation of such coverage will be provided upon request of the facility.
12. Provided Workers' Compensation for its faculty to insure against work-related injuries sustained while acting within the scope of their responsibilities at the facility. A certificate of insurance will be provided upon request.

C. This agreement shall be in force as soon as approved by the Superintendent of _____ (LEA) and until such time as it may be modified by mutual consent.

IN WITNESS WHEREOF, the parties have signed this Agreement the date above written.

By _____ (LEA)

Title _____

By _____ (IHE)

Title _____

College of Education

**Field Experience Evaluation Form for
The Cooperating Teacher**

INTRODUCTORY Field EXPERIENCE, EDUC 1210
FOR MUSIC EDUCATION

Field experience _____ Date _____

College supervisor _____

Student _____ School _____

Grade Placement _____ District _____

Please evaluate the performance of the North Greenville University student during the field experience as well as the overall field experience program, (A=Excellent; B= Good; C= Fair; E=Poor; N/A Not applicable)

STUDENT:	A	B	C	D	E	N/A
Attendance	—	—	—	—	—	—
Responsibility	—	—	—	—	—	—
Organization	—	—	—	—	—	—
Performance	—	—	—	—	—	—
Courtesy	—	—	—	—	—	—
Rapport with student's	—	—	—	—	—	—
Class management	—	—	—	—	—	—
Appearance	—	—	—	—	—	—

FIELD EXPERIENCE PROGRAM

Appropriateness	—	—	—	—	—	—
Effectiveness	—	—	—	—	—	—
Accurate content taught	—	—	—	—	—	—
Accurate skills presented	—	—	—	—	—	—

Comments/Suggestions for Improvement

Cooperating Teacher's Signature

Field Experience Evaluation Form for
University Students
Music Education

Student's Name _____ Field Experience _____

Cooperating teacher _____ School _____

District _____ Grade _____ Semester _____

ITEMS **Always** **Usually** **Sometimes** **Never** **N/A**

The teacher was a good role model to follow. — — — — —

The teacher maintained effective discipline — — — — —

The teacher used varied activities — — — — —

The teacher helped me with planning — — — — —

The teacher offered constructive criticism — — — — —

The teacher was available for conference — — — — —

The teacher gave me support and encouragement. — — — — —

The teacher was interested in my improvement. — — — — —

The teacher gave appropriate background information. — — — — —

The teacher had a good personal relationship with me. — — — — —

Appendix D

	YES	NO
The placement was done in a timely manner.	—	—
The time in the school was adequate.	—	—
The college supervisor was		
The University supervisor was knowledgeable about the subject.	—	—
Supportive of my efforts in the classroom.	—	—
The University supervisor was available to offer help when needed.	—	—

Additional suggestions or comments:

Student's signature

Date

Field Experience Evaluation Form for
University Supervisors
Music Education

Student's Name _____ Field Experience _____

Cooperating teacher _____ School _____

District _____ Grade _____ Semester _____

Please evaluate the field experience identified in relationship to the items below..(A=excellent:
B=good, C=fair, E=poor, N/A=not applicable)

STUDENT:	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>N/A</u>
Attendance	—	—	—	—	—	—
Responsibility	—	—	—	—	—	—
Organization	—	—	—	—	—	—
Performance	—	—	—	—	—	—
Courtesy	—	—	—	—	—	—
Rapport with students	—	—	—	—	—	—
Classroom management	—	—	—	—	—	—
Appearance	—	—	—	—	—	—
SUPERVISING TEACHER						
Supportive	—	—	—	—	—	—
Available	—	—	—	—	—	—
Cooperative	—	—	—	—	—	—
FIELD EXPERIENCE PROGRAM						
Appropriate	—	—	—	—	—	—
Effective	—	—	—	—	—	—
Accurate Content Taught	—	—	—	—	—	—
Accurate Skills Presented	—	—	—	—	—	—

COMMENTS/SUGGESTIONS FOR IMPROVEMENT

University Supervisor's Signature

North Greenville University
College of Education
Music Education

Evaluation of Field Experience Orientation
By Cooperating Teacher

Field Experience _____

University Supervisor _____

School _____

District _____

Date _____

Please evaluate the items below and check the appropriate space:

YES NO

Clear description of the structure of the field experience _____

Clear definition of student’s responsibilities _____

Clear definition of cooperating teacher’s responsibilities _____

Clear description of the evaluating student _____

Please give any suggestions or feedback that you feel would
Improve our Field Experience Program.

Cooperating Teacher’s Signature

North Greenville University
College of Education
Music Education

Evaluation of Field Experience Orientation
By Cooperating Teacher

Field Experience MUED
University Supervisor _____

School _____ Teacher's Name _____

District _____

Date _____

Student's Name _____

Please review the student's attendance log, journal, and other appropriate sources at the end of the field experience and evaluate him/her on the basis of attendance, performance, attitude, knowledge of subject, attitude, and enthusiasm toward students and teaching. This evaluation is vital to the College of Education of North Greenville University.

- Describe student's attendance and appearance.
- Describe student's performance (include strengths and weaknesses)
- Describe student's attitude and enthusiasm.
- **Describe student's rapport with your students.**
- **Other remarks that will be beneficial the student.**
- **On a scale of 1-10, how would you rate this student? _____**

This evaluation will be shared with the NGU student. Your kind assistance is highly appreciated.

Cooperating Teacher's Signature

MUSIC EDUCATION PERCUSSION OBSERVATION FORM

(COMPLETE THIS FORM FOR EACH OBSERVATION AND RETURN TO YOUR UNIVERSITY PROFESSOR)

Your name _____ -Date of Observation _____

School _____ Length of Observation _____

Name of Cooperating Teacher _____

Class Observed _____

Literature/Techniques studied _____

Type of Observation (check all that apply).

Instrument Assembly _____

Stick Hold _____

Hand to Hand Coordination _____

Playing Area _____

Articulation _____

Posture _____

Proper use of instruments & equipment _____

Music reading skills _____

Music interpretation _____

Instrument cleaning and storage _____

Comments _____

Cooperating Teacher signature and date

Appendix I

MUSIC EDUCATION STRING INSTRUMENTAL OBSERVATION FORM
(Complete this form for each observation and return to your university professor)

Name of student _____ Date of Observation _____

School _____ Length of Observation _____

Name of Cooperating Teacher _____

Grade level of Class observed _____

Literature/Techniques studied _____

Type of Teaching/Strategies (check all that were used)

Instrument assembly/set up _____

Pizzicato/Bow _____

Posture _____

Left Hand position _____

Right Hand position _____

Bow skills/techniques _____

Music reading skills _____

Musical interpretation _____

Instrument cleaning/storage _____

Comments _____

Cooperating teacher signature _____ Date _____

MUSIC EDUCATION INSTRUMENTAL OBSERVATION FORM

(Complete this form for each observation and return to your university professor)

Name of student _____ Date of Observation _____

School _____ Length of Observation _____

Name of Cooperating Teacher _____

Class Observed _____

Literature/Techniques studied _____

Type of Observation (check one or more)

Instrument assembly _____

Embouchure _____

Posture _____

Hand position _____

Articulation _____

Use of proper equipment _____

Music reading skills _____

Musical interpretation _____

Instrument cleaning/storage _____

Comments _____

Cooperating Teacher Signature

Date

MUSIC EDUCATION VOCAL/CHORAL OBSERVATION FORM
(Complete this form for each observation and return to your university professor)

Name of Student _____ Date of Observation _____

School _____ Length of Observation _____

Name of Cooperating Teacher _____

Grade level of Class Observed _____

Literature/Techniques Studied _____

Type of Teaching/Strategies (Check all that were used)

Level of Choir: Advanced _____ Beginning _____

Literature _____

Diction _____ Posture _____

Intonation _____ Breathing _____

Sightsinging _____

Warmup/flexibility exercises _____

Seating Arrangement _____

Classroom Management Skills _____

Cooperating Teacher Signature

Date

North Greenville University
College of Education

FIELD EXPERIENCE

STUDENT CLASSROOM REPORT
(MUED 2100, 2110, 2110, 2120, 2130, 2140)

Name of Student _____ Date of Observation _____

School _____ Length of Observation _____

Name of Cooperating Teacher _____

Type of Activity/ Teaching (Check one or more)

Assisting a student with instrument of small ensemble _____

Conducting a Sectional _____

Assisting a student with learning his instrument _____

Assisting a student with Music reading exercises _____

Teaching a student a second instrument _____

Making Instructional Materials _____

Checking Papers _____

Attending a Teacher's Meeting _____

Observing a Parent/Teacher conference _____

Other (Give details of activity) _____

Describe your experience or experiences in a few sentences: _____

Cooperating Teacher's Signature

Date

**North Greenville University
College of Education**

**FIELD EXPERIENCES EVALUATION SUMMARY
FOR STUDENT**

NOTED STRENGTHS:

NEEDS IMPROVEMENT:

ASSESSMENT FOR _____ **CANDIDATE** _____
TEACHING PERFORMANCE:

Field Experience Number _____ **Date** _____

Criterion or indicator	Target (5)	Acceptable (3)	Developing (1)	Score
I. EFFECTIVE PRACTITIONER				
Effective communication and questioning				
Fully prepared for eventualities				
Effective use of time and pacing				
Keeps students on task				
Includes review and assessments				
Professional dress and demeanor				
Enthusiastic about content and teaching				
Works within the policies of the school				
II. CARING LEADER				
Effective classroom management				
Encourages students to try				
Appropriate praise and correction				
Directs behavior to acceptable ones				
Shows respect to students and colleagues				

III. LIFELONG LEARNER				
Adequate planning and preparation				
Demonstrates initiative				
Modifies plans in an appropriate manner				
Uses Assessments for instruction				
Modifies instruction for learning styles				

The University Supervisor and the Cooperating Teacher will each complete this evaluation. Sign appropriate line:

University Supervisor _____ **Total** _____

Cooperating Teacher _____ **Total** _____