Georgia Southern University
Music Education Field Experience Handbook
v. 2013-2014

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Prepared by Laura Stambaugh May 2013
## Summary of Field Experiences in Music Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Hours</th>
<th>Level</th>
<th>Area</th>
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<tbody>
<tr>
<td>EDUC 2130</td>
<td>Exploring Teaching &amp; Learning</td>
<td>Fall Sophomore</td>
<td>10-20</td>
<td>Any</td>
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<tr>
<td>EDUC 2120</td>
<td>Diversity in Educational Contexts</td>
<td>Spring Sophomore</td>
<td>10-20</td>
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<td>EDUC 2110</td>
<td>Investigating Critical Issues in Education</td>
<td>Fall Junior</td>
<td>10-20</td>
<td>Elementary</td>
<td>General music</td>
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<td>MUSC 3232</td>
<td>Elementary Music Methods</td>
<td>Fall Junior</td>
<td>30</td>
<td>Elementary</td>
<td>General music</td>
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<td>MUSC 4532</td>
<td>Secondary Music Methods</td>
<td>Spring Junior</td>
<td>20</td>
<td>Middle school or High school</td>
<td>Outside emphasis</td>
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<tr>
<td>MUSC 4611</td>
<td>Seminar in Music Education</td>
<td>Fall Senior</td>
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<td>Middle school or High school</td>
<td>emphasis</td>
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<td>MUSC 4799</td>
<td>Student Teaching</td>
<td>Spring Senior</td>
<td>620</td>
<td>Any</td>
<td>emphasis</td>
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<tr>
<td>ongoing</td>
<td>All semesters, summers</td>
<td>All</td>
<td>200+</td>
<td>All</td>
<td>all</td>
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Music Education Field Experience Procedures

1. You will receive the name and contact information for your mentor teacher (Clinical Supervisor, CS). Email him or her that same day.
   - In the Subject line, write something like “GSU Field Experience.”
   - In the body of the email, introduce yourself as a music education major at GSU.
   - Tell the CS your primary performance area and that you are looking forward to learning from him/her and his/her students.
   - Ask if you can make your first observation on ___________ from X:XX – XX.

2. Email the Clinical Associate (CA), who is the Field Experience coordinator between GSU and the school. Tell him/her who you are, the CS you have been assigned to, and when you expect to do your first observation. Most likely, you will never meet with the CA, but he/she is responsible for knowing that you are coming to the school. You only have to email him/her for that first visit. You should not email him/her every time you come.

3. **Google the school’s website and save the school’s phone number.** DO NOT TRUST A GPS TO HAVE THE CORRECT ADDRESS. Write down the address and directions, if you need them. Or, use a map website like MapQuest.com to get directions.

4. When you **go to the school**, leave extra time to get there, in case you get lost or can’t figure out where to park.

5. Dress professionally and wear your GSU name tag. Every person you meet could be related to a job interview you want in the future!

6. Go to your first observation. If you need to cancel or are running late, CALL THE SCHOOL AND LEAVE A MESSAGE FOR THE MUSIC TEACHER!!!! You should not be cancelling unless you are really sick. Catching up on homework or sleep are NOT reasons to miss your scheduled time.

7. When you get there, sign in at the Office and ask directions to the Music Room. You might have to put on an additional Visitor’s name tag.

8. If the class is already in session, enter the classroom quietly without knocking. Find an unobtrusive place to sit and observe. **TAKE NOTES** while observing.

9. After that, things vary: you may be observing or participating with children, or providing small group instruction, or leading segments of the class. Your mentor teacher doesn’t have much time between classes, so HELP HIM/HER GET READY FOR EACH CLASS. You may not have time to ask a lot of questions. Consider emailing a couple questions later in the day. Your CSs are doing this out of the goodness of their professional and personal hearts, so be respectful and appreciative of their time.

10. When it is time to leave, sign out of the Office.
Signature Page

I, ________________________________, have read the Music Field Experiences Procedures document. I agree to follow the policies it details. I understand it is my responsibility to be timely in communicating with my Clinical Supervisor. **I will complete the observation hours before the last day of the semester.** If I think I will not complete the hours before the last day of classes, I will let Dr. Stambaugh know by the last Monday of classes.

✔ I understand that I will receive an In Progress for my **course grade** until I have turned in the signed Observation Log and all Reflections to Dr. Stambaugh.

Course: ________________________________

Semester: ________________________________

Signature: ________________________________

Date: ________________

(this page goes to the course professor)
MUSC 3232 Elementary Music Methods Field Experience
Fall 2013

**Communication**- see Procedures document

**Logistics**

The purpose of the Field Experience in Elementary Music Methods is to engage the teacher education candidate in an actual public school classroom environment during the same semester he/she is enrolled in Elementary Music Methods & Materials at GSU. The candidate is required to be in attendance for 30 hours of elementary student contact time.

The scheduled observation time is Friday mornings until 11:00. The candidate keeps a log that the Clinical Supervisor signs to verify attendance. Candidates may include afterschool ensembles for up to 6 of their 30 hours. Hours need to be completed by the last regular course day of the semester.

While each candidate, classroom, and Clinical Supervisor have unique abilities and needs, the basic expectations are as follows:

**Hours 1-5**

- Candidate only observes, while taking detailed notes about classroom management, sequencing instruction, student behavior, etc.

**Hours 6-30**

- Participate in activities with the students
- Lead vocal or physical warm-ups
- Assist the Clinical Supervisor by distributing materials, demonstrating, etc.
- Copy-teach (watch the Clinical Supervisor teach part of a lesson, then you teach that same lesson to another class)
- (optional) Plan a lesson, submit your Lesson Plan to the Clinical Supervisor for review, revise the lesson, and then teach the lesson

**Assessment**

Candidates are required to write a Reflection for every hour of contact time. These Reflections are turned in to the GSU course instructor. The Clinical Supervisor will complete a Professional Dispositions rubric regarding your behavior, to be completed at the end of the semester. Some of the Reflections will overlap with the PPB Journals the candidate will submit on Taskstream.
Elementary Methods Field Experience Log Fall 2013

Candidate Name ______________________________

School ________________________________

Clinical Supervisor Name ________________________________

**Candidate**: Write in the primary activities you observe for each class/hour. Turn this signed Log in to the course instructor by the last regular course meeting.

**Clinical Supervisor**: Please initial each week or sign at the end of the semester.

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<th>Hour</th>
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<th>Activities</th>
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This is the Assessment Rubric the Clinical Supervisor will complete.

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<tr>
<th>Performance Indicators</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Attendance &amp; Punctuality</strong></td>
<td>Frequently late or absent without reasonable excuse</td>
<td>No unexcused absences, minimal tardies</td>
<td>Consistent punctual attendance</td>
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<tr>
<td><strong>Professional appearance</strong></td>
<td>Multiple instances of inappropriate professional appearance, such as T-shirts, jeans, or sloppiness</td>
<td>Initial infraction of inappropriate dress was corrected after mentoring</td>
<td>Consistent professional appearance</td>
<td></td>
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<tr>
<td><strong>Communication</strong></td>
<td>Frequent use of slang, poor grammar, profanity, verbal ticks, or casualness in formal written correspondence</td>
<td>Used standard English with minimal errors, occasional verbal tick, generally clear articulation of ideas</td>
<td>Consistent use of standard English, clear articulation of ideas, minimal use of verbal ticks, excellent written correspondence</td>
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<td><strong>Professional Conduct</strong></td>
<td>Repeated instances of lack of respect for students or adults in school; unprepared to teach; poor judgment in decision making</td>
<td>Treated students and adults with respect; prepared for all responsibilities; generally sound judgment</td>
<td>Demonstrated exemplary professional conduct at all times</td>
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<td><strong>Professional Criticism</strong></td>
<td>Demonstrated unwillingness to consider the opinions of others and/or inability to apply suggestions in future</td>
<td>Showed a desire to improve; demonstrated ability to implement constructive suggestions</td>
<td>Was proactive in seeking feedback; consistently adapted criticism to professional skills</td>
<td></td>
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<tr>
<td><strong>Task Completion</strong></td>
<td>Unable to meet deadlines and/or submitted work of very poor quality</td>
<td>Met deadlines with minimal infractions; solved problems with minimal assistance; quality of work was acceptable</td>
<td>Met all deadlines; demonstrated ability to work independently or in collaboration; high quality work</td>
<td></td>
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<tr>
<td><strong>Diversity</strong></td>
<td>Showed personal bias, values or attitudes which reflected negatively on diverse populations.</td>
<td>Demonstrated appropriate respectful behaviors towards all students and adults.</td>
<td>Consistent respectful behavior towards all students and adults. Called attention to inappropriate behaviors by students and implemented corrective measures</td>
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<tr>
<td><strong>Code of Ethics</strong></td>
<td>Demonstrated an infraction as documented in the Code of Ethics</td>
<td></td>
<td>Demonstrated no infractions of the Code of Ethics</td>
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**Comments**

**Total Score**

Target = 21-24
Acceptable = 17-20
Unacceptable = 0-16
Candidates must sign this document and file with Dr. Stambaugh before attending their placement.

**Off-Campus Student Participation Agreement**

(This is a release of legal rights. Read carefully before signing)

I ________________ hereby acknowledge my awareness that participation in an off-campus internship or applied learning experience arranged through Georgia Southern University's ________________ may expose me to a risk of property damage and bodily or personal injury, including injury that may prove fatal, to myself or others. I hereby assume any and all such risk. For the sole consideration of the University arranging for my participation in an off-campus internship or applied learning experience at ________________, I hereby release and forever discharge Georgia Southern University, the Board of Regents of the University System of Georgia, their members individually and their officers, agents and employees from any and all liability, claims, demands, rights, and causes of action of whatever kind, arising from or by reason of any personal injury, property damage, or the consequences thereof, resulting from or in any way connected with my participation in the above-referenced off-campus internship or applied learning experience. I understand that acceptance of this signed Off-Campus Student Participation Agreement by the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or in part, of sovereign immunity by said Board, its members, officers, agents, and employees.

I further agree to follow all administrative policies, standards, and practices of the off-campus facility. I understand that I shall not be deemed to be employed by, or to be an agent or servant of, the Board of Regents, Georgia Southern University for any services I provide during the internship and that I will not receive monetary compensation for such services from the University. I further state that there are no health-related reasons or problems which preclude or restrict my participation, without provisions of reasonable accommodation, in this activity and that I shall be fully responsible for any medical costs, through adequate health insurance or otherwise, that may be attendant as a result of injury to me during my internship activities.

I have read and understand the above Off-Campus Student Participation Agreement and I agree that it binds my heirs, executors, administrators, and assigns, as well as myself. I have freely and voluntarily signed this Agreement and agree that it shall be construed in accordance with the laws of the State of Georgia. If any terms or provision of this Agreement shall be held illegal or unenforceable, the validity of the remaining portions shall not be affected.

_________________________  ________________________  _____________
Signature of student participant  Signature of witness  Date
(Must be 18 years or older)

_________________________
Signature of parent or guardian, if student under 18 years old
The purpose of Field Experiences in Music Methods courses is to engage the teacher education candidate in an actual public school classroom environment.

**Intensive Schedule**
The traditional model has candidates scheduling a few hours each week throughout the semester. Ideally, this enables the candidate to interact with students and mentor teachers in a regular, sustained manner. Due to the complexities of public school and university students’ schedules, however, this ideal is not always met. An alternative, one-week intensive model streamlines the scheduling process for both the mentor teacher and the university student. In addition, it takes place at the beginning of the public school semester, allowing the candidate to be involved with this critical period of time. Candidates attend 20 hours in the week before GSU classes start.

**Regular Schedule**
Candidates work out a schedule with the Clinical Supervisor, completing 20 hours over the semester. There should be some sort of regularity to the schedule so the candidate has context for the observations, can better support the learning environment, and be more able to engage with students.

**Communication** – see Procedures Handout

**Logistics**
Candidates are required to be in attendance for 20 hours of student contact time. The candidates are placed outside their primary emphasis to provide breadth to their overall teaching preparation. While each candidate, mentor teacher, and classroom has unique abilities and needs, the basic expectations for candidates are as follows:

- Hours 1-6: observation only, taking detailed notes for written Reflections
- Hours 7-12: lead warm-ups or sectionals, observation
- Hours 13-20: lead warm-ups or sectionals, (optional) rehearse short sections

Candidates are required to keep a Field Experience Log of hours. They are required to write a written Reflection for every class or hour observed. Specific Reflection requirements are furthered detailed in the course Syllabus. Candidates are expected to write Lesson Plans for any teaching they know about in advance, including warm-ups and sections. When they copy-teach or teach spur-of-the-moment, they must write a Lesson Plan when they return to campus.

**Assessment**
Candidates are required to write a Reflection for every hour of contact time. These Reflections are turned in to the GSU course instructor. The Clinical Supervisor will complete a Professional Dispositions rubric (Key Assessment #6, see above) regarding professional behaviors, to be completed at the end of the semester.
Secondary Methods Field Experience Log Spring 2014

Candidate Name ________________________________
School ________________________________
Clinical Supervisor Name ________________________________

**Candidate**: Write in the primary activities you observe for each class/hour. Turn this signed Log in to the course instructor at the last regular course meeting.

**Clinical Supervisor**: Please initial each week or sign at the end of the semester.

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MUSC 4611 Senior Seminar Field Experience Fall 2013

The purpose of Field Experiences in Music Methods courses is to engage the teacher education candidate in an actual public school classroom environment. The Senior Seminar course (1 credit) is the last music education course before student teaching (assuming the candidate is “on-track” with his or her course requirements). Therefore, this Field Experience is viewed as a preview to student teaching.

**Intensive Schedule: August 12-16, plus a few hours after that week**

The traditional model used by Georgia Southern University has candidates scheduling a few hours each week for many weeks. Ideally, this allows the candidate to interact with students and mentor teachers in a regular, sustained manner. Due to the complexities of public school and university students’ schedules, however, this ideal is not always met. The one-week intensive model streamlines the scheduling process for both the mentor teacher and the university student. In addition, it can take place earlier in the semester than the typical Field Experience placement. This enables the teacher candidate to observe and interact when the mentor teacher is establishing classroom routines.

**Regular Schedule**

Candidates work out a schedule with the Clinical Supervisor to complete 40 hours. The schedule should include some sort of regularity so the candidate has context for observations, can better support the learning environment, and be more able to engage with students.

**Communication**- see Procedures document

**Logistics**

Candidates are required to be in attendance for **40 hours** of student contact time. The candidates are placed in their primary area: for example, an instrumental major is in an instrumental placement. While each candidate, classroom, and mentor teacher has unique abilities and needs, the general expectations are as follows:

- Hours 1-6: observation only, taking detailed notes for written Reflections
- Hours 7-20: teach private lessons, lead sectionals, observe
- Hours 21-40: lead warm-ups/sectionals, rehearse short section of a piece, observe

- Candidates are expected to write lesson plans for any teaching they know about in advance. Mentor teachers are encouraged but not required to review lesson plans.
- When candidates copy-teach or are asked to teach spur-of-the-moment, they need to write a lesson plan at the end of the day.
- Candidates need to **video record** one teaching demonstration to turn in to the Seminar course instructor as part of the Seminar in Music Education course.
- Candidates are required to keep a Field Experience Log of hours, that the mentor teacher must sign. Candidates are required to write a Reflection for every class or hour observed. The course Syllabus has further information about Reflections.

**Assessment**

Candidates are required to write a Reflection for every hour of contact time. These Reflections are turned in to the GSU course instructor. The Clinical Supervisor will complete a Professional Dispositions rubric (see Key Assessment #6, above) regarding professional behaviors, to be completed at the end of the semester.
Seminar Field Experience Log Fall 2013

Candidate Name ______________________________________
School ______________________________________________
Clinical Supervisor Name ________________________________

**Candidate**: Write in the primary activities you observe for each class/hour. Turn this signed Log in to the course instructor at the last regular course meeting.

**Clinical Supervisor**: Please initial each week or sign at the end of the semester.

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Music Student Teaching Orientation
Friday, August 16, 2013     Friday, January 10, 2014
10:30-12:30

University Supervisors:
Dr. Laura Stambaugh
Foy 1004
lstambaugh@georgiasouthern.edu
912-478-5845 (office)
603-781-4976 (cell)

Mrs. Lori Ziecker
Lawrenceville, GA
allegroz@bellsouth.net
she will give you telephone #

Agenda
Introductory activity

Overview of 15-week internship
Week 1
• Meeting with Clinical Supervisor & University Supervisor
• Email Day 1 Reflection to Dr. Stambaugh
• Due Fri., Aug 23: typical schedule at school
• Due Fri., Aug 23: Week 1 Reflection

Ongoing
• Lesson Plan for EVERY teaching instance (may be written after the teaching when doing copy-teaching or teaching on short notice). Collect these in your ST Notebook.
• 3+ observations
• weekly reflection written, emailed, and printed for Notebook
• Compilation of Student Teaching Notebook (more info below)

Week 8
• Clinical Supervisor completes MidTerm Evaluation using Key Assessments

Weeks 14/15
• Music Key Assessment
• final meeting with Clinical Supervisor & University Supervisor
• Dec 6: last student teaching day, if you had no absences

Finals Week
• Exit Meeting with University Supervisor (Notebook returned)
• TBA - College of Education Final Student Teaching Seminar

Commencement: December 13 ☺

Evaluation forms

Common highlights and challenges of music student teaching
Music Student Teaching Notebook Fall 2013/Spring 2014

All student teachers (not just Music) maintain a Student Teaching Notebook. Get a very big binder (3 inches, maybe even bigger!) and some section dividers. Since this notebook will be large and used every day, it’s worth spending a few dollars to buy laminated section dividers.

The following sections are required:

- √ Information about my school (could include daily schedule, student handbook, map, etc.)
- √ Information about my music program (handbooks, policies, things like that)
- √ Repertoire (concert programs, scores that you copy the first page of, lists your mentor teacher shares with you, etc.)
- √ Lesson Plans (for EVERY teaching instance)
  - Divide this up by Ensemble or Grade Level
- √ Long Term Planning (any outlines or calendars made with University or Clinical Supervisor)
- √ Fundraising, Travel, or other sections that are relevant to your placement

You should add any other sections that are meaningful to you. Keep this Notebook up to date, as your University Supervisor will check it when he or she comes for observations. The Notebook will be turned in to Dr. Stambaugh at your Exit Interview during Week 16.