

**Northern State University
Professional Semester
Music Teacher Work Sample
COVER PAGE**

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Name of School Wolsey-Wessington School District
Subject/Content Area of Unit Music
Grade Level K-12
Date Submitted 4/17/2016

I understand that obtaining, or attempting to obtain, a passing grade on a TWS by falsification or misrepresentation may result in a failing grade in a course or expulsion from the teacher education program.

Signature of Candidate Submitting TWS Danica Mickelson (electronic submission)

INSTRUCTIONS

Attach a separate paper for each of the following using the headings provided. An electronic copy of your completed TWS must be submitted to Dr. Wendy van Gent by the date indicated in the syllabus (Wendy.vangent@northern.edu)

- **Contextual Information and Learning Environment**
- **Setting Goals**
- **Individual Student Information- Case Study**
- **Management and Motivation**
- **Two 10-minute lessons and plans**
- **Reflection and Self-Evaluation (Goals)**

I. Contextual Information and Learning Environment

After doing some research and emailing back and forth, I have gathered contextual information, about the school, that I will be junior fielding at. There were quite a few statistics about the school that I found interesting. The grade level, of the school, that I will be junior fielding at consists of grades 5-12. The total enrollment of the school consists of 53 middle school students and 105 high school students. There are 38 females and 67 males that make up the high school. The school does participate in free or reduced lunches and it is reduced at 25.7% of the school population. There are no instructional aides/paraprofessionals present in the cooperating classroom. For the ethnicity, of the school, there are 4 African American students, 3 Hispanic students, 2 Native American students, 1 multiple race student, and 95 Caucasian students. The language proficiency of the students consists of only English. The identified special needs, in the classroom, are that a few students have ADHD.

After gathering information about the school, staff, administration, program, etc., I have come to the conclusion that the school consists of mainly Caucasian students with a small diverse population of other ethnicities. Also, there are a few students who have disabilities that I will need to accommodate in my lesson plans. I can do this by helping them and better explaining my lessons and getting them more involved within the class.

The way that I can plan my lessons accordingly to the school is by knowing all of the ethnicities and disabilities to better accommodate the students and their needs. Some factors that may influence the teaching and learning process are the administration, the cooperating teacher, the parents, the students, and myself. I will also have to learn to be patient with students who have a hard time listening or paying attention.

The resources that I used to complete these assignments were my cooperating teacher for my junior field experience and <http://doe.sd.gov/ofm/enrollment.aspx>.

II. Setting Goals

Knowledge of Self as an Individual

Goal: During this experience, I will speak clearly and with respect towards students so that I will be able to get the lesson across in the most effective way possible.

Procedure: I will accomplish this goal by practicing my lesson before hand to be well prepared and well-rounded with questions that may come my way. I also will treat students with the utmost respect just as I expect respect in return.

Evaluation: I will evaluate this goal by marking any mistakes made while delivering the lesson and be aware of how I address each and every student. I will continue this in my future plans to become a well-rounded teacher.

Knowledge of Content

Goal: During this experience, I will make it my job to continue my education in my subject and to learn about the expanding field of music and that each student plays an important role in the classroom.

Procedure: I will accomplish this goal by doing research on music and how it plays an important part in a student's life in and outside of the classroom.

Evaluation: I will evaluate this goal by making a list of the music history and research that I am weak in and spend extra time on these topics to become more rounded, during my experience.

Knowledge of the Learner

Goal: During this experience, I will adjust the pace of the lesson based on the response of the students and how they represent how well they know the material presented. A weakness of mine is that I do not have a wide understanding of how to adjust a lesson to fit the responses of the students.

Procedure: I will accomplish this goal by waiting for a response when asking questions, but also revisiting topics when needed to get my students to reach a better understanding of the subject or topic.

Evaluation: I will evaluate this goal by keeping track of how often I call on students or if they volunteer to be sure they understand the material being taught. If a student volunteers, I know that I have done my job and that they are confident enough to answer on their own.

Knowledge of Pedagogy

Goal: During this experience, I will state the theorists in my lessons to better understand where my students are at and understand the most effective ways to teach.

Procedure: I will accomplish this goal by knowingly using different theorists throughout my lesson plans. The theorist information will expand my knowledge and give me a better understanding of all the theories that exist in the educational world.

Evaluation: I will evaluate this goal by making a list of the theorists that I am aware of before going into the field and then making a list after and comparing the two to see what new knowledge I gained through the experience.

Knowledge of Self as a Teacher and Member of a Learning Community

Goal: During this experience, I will demonstrate professional behavior when interacting with coworkers, administration, and students in all aspects of teaching. A weakness of mine, while introducing myself, is that I will become very shy and unconfident.

Procedure: I will accomplish this goal by keeping a record of all of my interactions with administrations, coworkers, students, etc, while in the field. The record will help me grow through the field experience and will allow me to become more comfortable in the environment.

Evaluation: I will evaluate this goal by reflecting back on my records and seeing how my interactions changed throughout the experience and how I grew to be more confident in the classroom. This will also allow me to see any gained knowledge of my experience.

III. Individual Student Information

Case Study - Elementary

*Lucy is not the actual name of the student.

Meet Lucy:

Lucy is a sixth grade, female student at Big Town Elementary School. She is currently twelve years old and is a great student. I chose to study Lucy throughout my Junior Field Experience because she was eager to learn something new and I had the privilege to teach her in French horn lessons. She was active in music and willing to learn everything that I had to offer. She had a way of developing a positive feeling towards everyone. I had the chance to observe her academically and her social development throughout the week.

Lucy at Home:

According to her classroom teacher, Lucy is a hard working individual. After I had mentioned that I wanted to study Lucy more closely, my cooperating teacher said I had made a good decision in doing so. After doing some research, I learned that Lucy lives a good life at home. Lucy's family is strong supporters of her in every way; this includes her mom, dad, older brother, and younger sister. She is active in dance, show choir, cheer, and basketball. Her family is always there to help in any way possible.

Lucy at School:

At school, Lucy is performing at an upper level with core classes and does not struggle with daily work. While observing Lucy in the music classroom, I quickly learned that she was a worker and she did whatever she was told without having a fit. Lucy was diagnosed with ADHD a few years ago and has done a really great job overcoming it. She did start medication for ADHD when diagnosed, but has been off medication since the summer of 2015. Her cooperating teacher is proud of her and says she does a great job paying attention in class. During my study, I observed that Lucy sometimes gets distracted in band, but plays well and asks many questions.

Possible Solutions:

Lucy does a great job adapting in academics at Big Town Elementary School. Things that could be done, to help Lucy in school, are simple and in my opinion, would be quite effective. To help Lucy stay focused, she could make lists to help remind her what she needs to complete by the end of the day. She could also do self-talks and work on talking through situations with peers and teachers to help better understand the tasks that are set in front of her. By following these guidelines, I believe that she would work well with peer and adult help. Also, guided practice could help her accomplish goals. Another possible solution is when practicing music or studying for a test, one could sit in the room to keep her on task.

Conclusion:

Overall, Lucy is a hardworking student and she makes sure to do her best. While observing, I quickly learned that Lucy is a fast learner and she completes anything handed to her. I taught her how to use the trigger on her French horn so the higher notes were easier to reach and by the next day she was using the trigger in band and individual lesson. What she learns one day, she takes and runs with it to make it even better. Lucy is a good example of a student succeeding within the classroom with positive teachers and a motivating support system at home. Lucy will continue to work hard in school and she hopes to one day play basketball for the Kansas University Jayhawks while playing French horn on the side. She has a lot set out in front of her, but with teachers and family she can do anything she sets out to complete.

While preparing this case study, I interviewed my cooperating teacher and asked her what I needed to know about Lucy.

IV. Management and Motivation

Classroom Environmental Factors:

The environmental factors that I observed, in the classroom, that affected the way students learned was the chairs with folders on the back of them, the temperature of the room, the organization of the classroom, and the whiteboard and projector at the front of the classroom. The chairs had the students' folders on the back of the chair so they were not distracted by getting their music out of a storage file. The temperature of the room was just right and not one student was too warm or too cold. The temperature can really make a big impact on learning for students. The instruments were organized and put away neatly and the percussion was always picked up after class. The whiteboard and projector helped the students to count and keep a beat while doing activities on the Smartboard.

Individual Student Motivation Strategies:

The individual student motivation strategy that was used in the classroom was giving choices. When giving a student a choice, it motivates a student because it allows them to choose a topic or an activity that they may do in the classroom. During my experience, my cooperating teacher gave the student leader a choice between two activities. The student picked and the rest of the class was happy with the decision that was made.

Group Motivation Strategies:

The group strategy that was used, during my experience, was the number system. There were three signals and three positions for each one. When the teacher held up the number one, the students knew to stand. When the teacher held up two, the students knew to sit up straight in their chairs and pay attention. Lastly, when the teacher held up the number three, the students were able to relax in their chairs.

Verbal and Non-verbal Communication:

During my junior field, verbal communication given to the students was a warning. If the student was not paying attention or messing around, they were given a warning. If they did not listen to the warning, they were moved to somewhere else in the classroom. Lastly, if they did not listen to the warning, they were given a minor infraction and sent to the office. Non-verbal communication that was used in the classroom was the teacher going around and lifting horns up and raising stands to the appropriate height for students, during rehearsal.

Implement Management Technique and Reflect:

A technique that I implemented into the classroom was if students continued to talk during class or the lesson, I would simply stop and wait for the students to stop talking. Eventually, they got the hint and quit conversations during the lesson. This is a simple, but effective technique because it gets the students refocused on the lesson that is being taught. My technique is also effective because it enforces the classroom rule that it is unacceptable to talk or interrupt during the lesson that is being taught.

Classroom Management Plan:

My classroom management plan would consist of me setting the rules out for all to see. The rules would be posted clearly and the students would not have an excuse to not know that they are there. My rules would include: no chewing gum, raise your hand, be prepared and in your on time, no food or drink unless water, be respectful, follow directions that are set out, no electronics during class, and treat others as you would want to be treated. I would then announce the procedures for each start of the class. This would include doing vocal sirens and warm-ups, stretching, attendance, and listening to directions before beginning rehearsal. I would also have this posted in the classroom where students could see it. Lastly, I would lay out consequences to the rules, if they are not followed. These would include giving a stern look as a non-verbal warning; next would be a verbal warning; lastly would be a trip to the principal's office. Everything set up in my classroom is there to give students an understanding of my teaching technique and what I expect in the music classroom environment.

VI. Two 10-minute lessons and plans

Common Lesson Plan

MUSIC TEMPLATE

10 minute lesson

Teacher Candidate	Danica Mickelson
Cooperating Teacher	Mrs. Tammy Luce
Grade Level	4th Grade
Subject	Choir
Date	March 10, 2016

Common Core/State Standard(s)

5.MU.Pr.5.1.b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

5.MU.Pr.6.1.b Demonstrate performance decorum appropriate for the context, venue, genre, and style.

Learning Objective(s): Students will be able to...(SWBAT)

- Students will be able to perform in front of an audience, while displaying musical style and note names that they learned during class.

Planning

Rationale

The skills and content needed for this lesson are basic singing skills, matching pitch, being able to read, be a team player, and follow directions accurately. According to Vygotsky, he believed that children's thinking is affected by their knowledge of the social environment and suggested that language is the most important element for gaining social knowledge. In this lesson, students will be able to be vocal and ask questions and sing with their classmates. Students will also have the chance to work in small groups to perfect their performance of "Annie".

Pre-Assessment

- In order to assure the students' readiness prior to this lesson I will have the students repeat what they did the day before. The students sing the bass and treble clef songs everyday to review the names of the notes on the staff. The students are quizzed everyday and asked the names of the notes. Once they review the names of the notes, the students went through their parts. We do this to keep everything fresh in the students' minds.

Assessment

- During this lesson, I will be looking for students who paid attention to the treble and bass clef songs and remembered the names of the notes by using the sayings, “Every Good Boy Does Fine”, “FACE”, “Good Boys Do Fine Always”, and “All Cows Eat Grass”. I will also assess students on how well they remember their parts in “Annie” and if we can add musical elements to their rehearsal for their performance.

Evaluation

- I will evaluate the students’ work by asking them questions about the staff and each time they get one correct they are able to go to their spot for “Annie” rehearsal. Once everyone is in position for “Annie”, I will evaluate them on how well they learned their parts and if they are learned they will be able to play Quaver’s music at the end of class. During this evaluation, I will be using a checklist to see how many things we can accomplish in such a short amount of time.

Key Vocabulary

- Rhythm
- Expressiveness
- Obstacles
- Genre
- Style

Technology needed

- Computer
- CD player
- Projector
- Smartboard
- Speakers

Other required materials

Accommodations

- In order to accommodate students, I will change the lesson as needed. For instance, I have a student who has ADD and has a hard time staying focused. I will help the student focus by putting him/her up front and asking them questions to help them stay engaged during the lesson.

Lesson Plan Implementation

Lesson Opening (Hook)

- Students walk into classroom and sit in seats
- Review positions for standing, sitting, and slouching
- Listen to treble and bass songs

Teaching Procedures (Step-by-step instructions)

- Play music on Smartboard

- Sing the treble song
- Sing the bass song
- Review the names and notes on staves
- Go over musical “Annie”
- Have students go through their parts
- Start with first act and continue
- Go through songs and acting
- Fix what needs to be fixed

Lesson Closing (Transition)

- If the students work hard and listen to directions, they will be rewarded at the end of class. The way that they will be rewarded is by playing on Quaver’s music for the last five minutes of class. Here they are learning about music, but also being rewarded for doing what they were asked.

Reflection

- Overall, this lesson went great. The students really enjoyed the bass and treble clef songs. They were engaged and they paid attention to the note names. Once I quizzed them at the end of the two songs, they were answering questions very well. Everyone answered the questions correctly and the students were able to move onto their rehearsal of “Annie”. The students did very well in rehearsing and at the end of the class period, they played Quaver’s music for a little while. Some problems that I encountered are that the students had a hard time getting into character for their junior musical of “Annie”. They did not quite understand what I wanted them to do so I broke down their parts separately and explained the way the character should have been and what to do musically to make that character come out. Overall, the students did a great job and they really seemed to like the lesson.

Common Lesson Plan MUSIC TEMPLATE 10 minute lesson

Teacher Candidate
Cooperating Teacher

Danica Mickelson
Mrs. Rachel Halsey

Grade Level 7th Grade
Subject Choir
Date March 9, 2016

Common Core/State Standard(s)

6-8.MUe.Pr.4.2.b Read and identify standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

6-8.MUe.Pr.4.3.a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities to convey intent.

Learning Objective(s): Students will be able to...(SWBAT)

- Students will be able to use solfege, audiate, sing music literature, and perform in front of a group.

Planning

Rationale

- The skills and content needed for this lesson are basic singing skills, matching pitch, and being able to use solfege correctly. According to Dalcroze, everything is learned first through movement. During this lesson, I will have the students use audiation by listening to the song and then hearing it in their heads. The students are using aural skills by listening to me and oral skills when they sing.

Pre-Assessment

- In order to assure the students' readiness prior to this lesson, I will have the students review what we talked about the day before in class. We talked about dynamics and what they mean and how they are used in music literature. I then played music and had the students point out where each dynamic was and where and how it changed.

Assessment

- I will assess the students by having them listen to the song first and then they will audiate and use solfege. The students will learn the song faster, if it is broken up into sections of solfege. We will then add the words and continue with the lesson.

Evaluation

- I will evaluate the students by having them sing parts separately. I will start with the sopranos, followed by the basses, tenors, and the altos. They will receive a check mark if they are able to sing the song and understand the material. I will use a checklist to keep track of how many musical elements the students can achieve in a short amount of time.

Key Vocabulary

- Rhythm
- Audiation
- Beat
- Piano

- Forte
- Crescendo
- Decrescendo
- Fermata
- Repetition

Technology needed

- Piano
- Music literature
- Whiteboard
- markers

Other required materials

Accommodations

- In order to accommodate students, I will change the lesson as needed. For instance, I have a student who not able to sing, due to a sore throat. I will have the student follow along in their music and mark fermatas, breaths, crescendos, decrescendos, and other necessary marks that need to be made in the literature. The student can audiate with their classmates, as well.

Lesson Plan Implementation

Lesson Opening (Hook)

- Siren voice warm up
- Take attendance
- Other vocal warm ups
- Explain the lesson and what I expect

Teaching Procedures (Step-by-step instructions)

- Stretch and do lip trills
- Listen to music on CD player
- Audiate the first song
- Listen again and pick out who has harmony and melody
- Sight read through piece
- Have students sing soprano line together using solfege
- Break down the piece using words and work parts out on piano
- Combine parts and go through piece slowly
- Add dynamics, crescendos, decrescendos, fermatas, etc.

Lesson Closing (Transition)

- At the end of the lesson, the class will have accomplished quite a bit. I will play the song again as they put their folders away and line up at the door. I want them to continue

thinking about the song that we worked on and I want them to add their own dynamics for next time.

Reflection

Overall, this lesson went pretty good. The students did a fine job with warm ups and I explained to them why we do the sirens. They were a little confused at first and thought they were just screaming, but they later understood the purpose. While doing the lip trills, they were again confused on why those were necessary. I explained to them that lip trills help get the lips warmed up and the breath flowing so it is easier to hit notes on the right pitch. The students really enjoyed listening to a new song and picking out the harmony and melody. The students then sight read in their sections and did a great job after they had audiated the piece. After they had heard and sang the chorus, I added solfege and this is where I encountered a problem. I soon realized that not all of the students knew solfege. I made accommodations and we took time to learn the hand signs for solfege and the notes. The students caught on quickly and we were able to do the chorus in solfege. Overall, the students did a great job and they enjoyed the lesson and understood the purpose.

VII. Reflection and Self-Evaluation (Goals)

Throughout my Junior Field Experience, I gained a lot of knowledge about the students, parents, administration, cooperating teachers, myself, and achieving my goals. After junior fielding for both elementary and secondary for one week, I quickly learned that a music educator has a lot more responsibilities than just teaching music to students. I learned that a music educator must know how to budget, advocate, fundraise, manage, discipline, and etc. Overall, I now feel much more comfortable to student teach in the field.

There were many things about my junior fielding experience that I enjoyed. When working with the elementary, I was able to perform for the Kindergarteners, experience acting with the fourth graders, teach a few lessons, and get to know the students on a teacher level. The Kindergarteners enjoyed when I performed for them and then we made it into a lesson by asking if I was singing loud or soft and what were the dynamics. The fourth graders were putting on the junior musical of "Annie". I thought this was neat because I experienced the students acting, singing, and dancing and learned one can do multiple activities as a music educator. I taught a few trumpet lessons and showed the students different ways to play and create a bigger sound. The students reacted very well and were impressed by how much sound they could create from a trumpet. This was neat for me to experience because I then knew I was able to become a music educator and understand how to help students become better.

I had the opportunity to work with the secondary level, during my junior field experience. I quickly learned that I do not want to teach high school, but I really enjoy being around middle school students because they want to be there and learn new things about music. With the secondary students, I had the chance to teach French horn lessons, conduct high school band, observe the fundraising procedures, and warm up the high school choir. Teaching French horn lessons was my favorite thing to do during my junior field experience. There was a student who was extremely eager to learn so I taught her how to use the trigger and switch back and forth from the Bb side to the F. This not only helped her, but it taught me how to adapt in the classroom setting and make something easier for a student. Conducting the high school gave me

a great experience, but I was very shy at first. Once I got into the piece though, I began to improve my conducting style and learn new things that happen within a high school band. Observing the fundraisers was a great experience because I had the opportunity to see what happens behind the scenes and what music educators have to complete on a daily basis.

During my field experience, I met a number of my goals that I set out for myself before I went out into the teaching field. My first goal was Knowledge of Self as an Individual and I set out a goal that I would speak clearly and with respect towards students so that I would be able to get the lesson across in the most effective way possible. I achieved this goal by practicing my lessons before I presented them in class. I also treated my students with the utmost respect and I expected the same in return.

My second goal was Knowledge of Content and I set a goal that I would make it my job to continue my education in music. I achieved this goal by doing research about the songs that the students were practicing within the classroom. After I had done so, I went to school with a mindful of knowledge about each song.

My third goal was Knowledge of the Learner and my goal was to adjust the pace of a lesson based on how the students would respond. After presenting the first fifteen minutes of my lesson, I could see that the students were not completely with me so I went with a different route and helped them to understand the lesson that I was teaching on an easier level.

Fourth goal was Knowledge of Pedagogy and I had a very difficult time with this one in particular. My goal was to state theorists in my lessons to understand the most effective ways to teach. The way I did this was to go through my class notes and talk about Orff, Dalcroze, and Kodaly. The students did not understand at first, but once I broke it down for them, they really enjoyed learning.

My final goal was Knowledge of Self as a Teacher and Member of a Learning Community. The goal was to demonstrate professional behavior when interacting with coworkers, administration, and students in all aspects of teaching. In my opinion, this goal was the easiest to complete during my field experience. I really enjoyed shaking hands and introducing myself to everyone I met during my experience. In the teacher's lounge, during lunch, I had the chance to meet most of the school's teachers and the principal/superintendent. This was great for me because it helped me to overcome my shyness and made me realize I was on the same teaching level during my field.

In conclusion, I am very proud of myself for completing all of my goals during my junior field experience. I learned a lot about the students, parents, administration, cooperating teachers, and myself. Being a music educator is by far, not an easy job. One must be punctual, organized, responsible, respectful, caring, loving, and the list could go on and on. The main thing that I learned is how to be the best music educator that I can possibly be and I cannot wait to student teach next spring to achieve my next goals in life as a music educator.