

Northern State University
Student Teaching Experience
Music Teacher Work Sample
 Spring 2017

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| Candidate Name: | Danica Mickelson |
| Candidate Phone Number: | |
| Candidate ID Number: | |
| Name of School where data was collected: | |
| Subject/Content Area: | Choir/Band/General Elementary Music |
| Grade Level: | K-12 |
| Date Submitted: | Friday, April 28, 2017 |

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.

I grant permission for the School of Education to use my Teacher Work Sample as an exemplary (outstanding) model for teacher candidate and university supervisor training purposes in the future. I understand my name will remain on the document for proper credit.

Signature of Candidate Submitting the TWS: Danica Mickelson

Website URL: <http://danicamickelson.weebly.com/>

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Task I: Professional Goal Setting

Goal Number One: Knowledge of Self as an Individual

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

Procedure: I will accomplish this goal by practicing my lesson beforehand 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; this is the same for my colleagues.

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, in my own classroom, someday.

Goal Number Two: 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 studying my textbooks on how the subject of music 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 studying these topics to become more valuable during my experience of student teaching.

Goal Number Three: 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 understand 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, but this becomes another goal of mine. While student teaching, I want to understand how to change lessons in order to accommodate the students' needs.

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 that is being taught.

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.

Goal Number Four: 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. For example, I will introduce the Dalcroze method and then explain to the students about eurhythmics and how we can respond to music with our bodies and movement.

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.

Goal Number Five: Knowledge of Self as a Teacher and Member of a Learning Community

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

Procedure: I will accomplish this goal by keeping a record of all of my interactions with administrators, colleagues, 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 teaching environment. I will also meet my goal of becoming confident with high school students by teaching them on the podium and becoming more comfortable with the high school atmosphere.

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.

Task II: Contextual Information

| Categories of Contextual Factors | Description of the Contextual Factors |
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| <p>General Context of Your Students <i>(All subcategories listed in this box are required.)</i></p> <p>Students’ grade and developmental levels; the age range of students; the content area being taught; any other factors that are pertinent to understanding your class assignment</p> | <ul style="list-style-type: none"> • Elementary School Grades K-5 • Elementary General Music Classes • Elementary Drama Club • Elementary Band Grades 4-5 • Middle School Grades 6-7 • Middle School Band • Middle School Drumline • Middle School Choir • Middle School Musical • Beginning Brass Lessons • Beginning Woodwind Lessons • Beginning Percussion Lessons • High School Grades 8-12 • High School Choir • High School Band • High School Jazz Band • Vocal Jazz Ensemble • Boys’ Choir • Girls’ Choir • Hutterite School Grades K-8 • Hutterite School General Music • Piaget’s Preoperational Stage • Piaget’s Concrete Operational Stage • Piaget’s Formal Operational Stage |

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| <p>Community (e.g., whether the area is urban, suburban, or rural; socioeconomic information; census data for the community)</p> | <ul style="list-style-type: none"> • Rural Community • Lower-Middle Class Community • Large population of commuters to and from smaller towns • 945 Community Members • 97.5% White/Caucasian • 0.1% African American/Black • 0.9% Native American • 1% Asian American • 1.4% Mixed Races • 402 Households • 29.6% of households with children 18 and under living with them |
| <p>School (e.g., enrollment; percent of students receiving free or reduced- priced lunches; ethnicities; percent of students with IEPs; percent of students who are ELLs; teacher-to-student ratio)</p> | <ul style="list-style-type: none"> • 448 Enrolled Students • Less than 1% Drop Out Rate • 1-17 Student Faculty Ratio • 3 Hutterite Colonies • 229 Male Students • 219 Female Students • 55 Students on IEP's • 24.7% Free and Reduced Lunches • 10% Basic Proficiency in Math • 70% Proficient Proficiency in Math • 20% Advanced Proficiency in Math • 20% Basic Proficiency in English • 60% Proficient Proficiency in English • 20% Advanced Proficiency in English |
| <p>Classroom Demographics (e.g., ethnicities; gender ratios; special needs, including those of gifted students, those of students physical needs, and those due to cultural characteristics).</p> | <ul style="list-style-type: none"> • Primarily White/Caucasian Student Body • Minority of Native American Students • Minority of African American Students • Minority of Asian American Students • 60 New Enrolled Students • 61 Special Needs Students |
| <p>Knowledge of Students (in terms of the whole class and individual students) (e.g., language needs; approaches to learning; prior learning and experiences; academic proficiencies/ behavioral differences; areas of interest).</p> | <ul style="list-style-type: none"> • All Students English Speaking • No ESL Program • Colony Students Speak Fluent German • Highly Involved Students • Elementary Students Well-Behaved • Middle School Students Highly Motivated • High School Students Very Involved |

Task III: Instructional Design and Implementation

Elementary Lesson #1

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| Teacher Candidate Name: | Danica Mickelson |
| Grade Level: | First Grade |
| Subject: | General Music |
| Date: | January 9, 2017 |

PLANNING

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| List the State Standard(s) to be addressed in this lesson: |
| <ul style="list-style-type: none">• 1.MU.Cr.1.1.b. With limited guidance, generate musical ideas in multiple tonalities and meters.• 1.MU.Cr.2.1.a. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.• 1.MU.Pr.4.1.a. With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.• 1.MU.Pr.4.3.a. With limited guidance, demonstrate and describe music's expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation, and style). |
| List the Learning Objective(s) to be addressed in this lesson: |
| Students will be able to: <ul style="list-style-type: none">• Hear and recognize the different between different tempos and styles of music• Ask questions about genres• Move with the beat of the music |
| Describe how the objective is relevant to students' lives. (Rationale) |
| According to the South Dakota Standards for Music Education, identifying different kinds of music is an important skill to acquire in a music classroom. In students' lives, they hear all kinds of different music whether they are at home, in class, outside, in a car, etc. If students can identify different genres and styles of music, they are then able to open up their horizons to new and different kinds of music. |
| List the words relevant to the content area that you will either introduce and/or review during your lesson. (Vocabulary) |

- Dalcroze
- Beat
- Genre
- Style
- Movement
- Melody
- Instruments
- Harp
- Piano
- Trumpet
- Cello
- Bass
- Violin

List the materials you will need to teach the lesson.

- Smartboard
- Laptop
- Internet access
- Projector
- Speakers
- Youtube

ASSESSMENT

Pre-Assessment: Explain how you know your students are ready for this lesson:

In order to assure the students' readiness prior to this lesson, I will review with the students about our lesson before that dealt with moving to different genres of music. In a before lesson, the students were able to find the beat within the music

TECHNOLOGY

Describe the instructional and/or assistive technology that you will use:

I will be using the smartboard to show the students' the Youtube video of "Everybody Wants To Be A Cat". I will also be using the speakers to project the sound of the pieces being played for the lesson.

ACCOMMODATIONS

Describe the accommodations/differentiation/modifications you will use to meet the needs of all learners and accommodate differences in students' learning, culture, language, etc. * (Based on what you identified/described in your contextual information).

Based on the information that I have gathered, the first grade has no children with disabilities or any behavioral issues.

MANAGEMENT

Identify the management and motivational strategies to keep students on task and engaged.

I will be using the warning system for the first grade class. The students will be allowed two warnings. If a student receives more than two warnings, he or she will be moved to a different spot. If the students are given more than two warnings as a class, we will move onto something different.

LESSON IMPLEMENTATION

Lesson Opening Describe how you will engage students (hook)

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| <ul style="list-style-type: none"> • The first grade class will walk down the hallway to the music room. They will have a seat on the floor on the circle. • While walking into the room, Disney music will be playing because it easily gets their attention. • After getting into the room and sat down, I will slowly turn the music down/off and ask the students what they heard. |
| <p>List Activities (modeling, guided practice, rehearsal techniques, etc.)</p> <ul style="list-style-type: none"> • The students will be given the opportunity to close their eyes and listen to a little bit of each piece. • Once the students have listened to a little bit of each piece, I will ask them to move according to the way the music sounds. • The pieces that the students will listen to include: Darth Vader March, Let It Go, Beethoven Moonlight Sonata, Under the Sea, and Everybody Wants to be a Cat. • While the students are moving and dancing, I will ask them questions about the way they are moving and why they are doing it that way. • On the last song played, Everybody Wants to be a Cat, I will allow the students to watch the music video for educational purposes. • The music video has different instruments in it and I want to point them out to the students. |
| <p>Lesson Evaluation Describe how you will determine the success of your students (Include a blank copy of your post-assessment (if applicable))</p> <p>I will use formative assessment in this lesson by asking the first grade class about genres and styles of music and why the students move the way they do.</p> |
| <p>Lesson Closing – Transition Describe how you will reemphasize the lesson objective(s) and transition to a new activity</p> <ul style="list-style-type: none"> • Before class ends, we will sing our line-up song and line up quietly. • Once the students are done singing and are lined up quietly, they will be walked back to their classroom without talking. |

REFLECT

(Teacher performance and teaching strategies)

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| Describe what went well. |
| In my lesson, I believe that the first graders responded very well to the music and they already knew exactly how to move to the beat, which impressed me. |
| List and describe challenges. |
| There were a few challenges during this particular lesson. The first graders had a hard time staying focused and just wanted to dance however they wanted. Another challenge that I faced was that they did not always know how to comprehend what I was saying about the lessons and did not always respond to questions that were asked. |
| List and describe strategies for improvement. |
| I believe that I could do a better job being clearer about giving directions to the first graders, but this was my first lesson so I think there is plenty of time for me to improve in my teaching habits. |

PLANNING

Elementary Lesson #2

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| Teacher Candidate Name: | Danica Mickelson |
| Grade Level: | Kindergarten, Second Grade |
| Subject: | General Music |
| Date: | Thursday, February 23, 2017 |

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| List the State Standard(s) to be addressed in this lesson: |
| <ul style="list-style-type: none"> • K.MU.Pr.6.1.a. With guidance, perform music, alone and with others, with expression. • K.MU.Cn.10.1.a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • 2.MU.Pr.6.1.a. With minimal guidance, perform music, alone and with others, for a specific purpose with expression and technical accuracy. • 2.MU.Pr.5.1.a. With minimal guidance, apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. |
| List the Learning Objective(s) to be addressed in this lesson: |
| <p>Students will be able to:</p> <ul style="list-style-type: none"> • Hear and recognize the difference between Baroque and Classical music • Ask questions about Classical period • Perform and learn by rote |
| Describe how the objective is relevant to students' lives. (Rationale) |
| <p>According to the South Dakota Standards for Music Education, performing is extremely important and is listed several times throughout the standards (guidelines). Performing needs to be taught because it teaches students confidence and how to believe in themselves by being up in front of an audience. Students will also be taught on how to differentiate between music and their textures.</p> |
| List the words relevant to the content area that you will either introduce and/or review during your lesson. (Vocabulary) |
| <ul style="list-style-type: none"> • Melody • Tune • Balanced phrases • Classical • Baroque • Composer • Instrument • Orchestra • Medieval • Renaissance |
| List the materials you will need to teach the lesson. |
| <ul style="list-style-type: none"> • Piano • Smartboard • Laptop • Quaver • Internet access • Projector • Summer Camp CD • CD Player • Speakers |

ASSESSMENT

Pre-Assessment: Explain how you know your students are ready for this lesson:

In order to assure the students' readiness prior to this lesson, I will review with the students on what they learned in the previous lesson. I know that the students are ready for this lesson because we have already gone over Renaissance and Medieval periods and we are just adding on in this lesson.

TECHNOLOGY

Describe the instructional and/or assistive technology that you will use:

- Laptop
- Smartboard
- Projector
- Piano
- CD player
- Speakers

ACCOMMODATIONS

Describe the accommodations/differentiation/modifications you will use to meet the needs of all learners and accommodate differences in students' learning, culture, language, etc. * (Based on what you identified/described in your contextual information).

Based on the information that I have gathered, the Kindergarten class has no children with disabilities or any behavioral issues. However, second grade does have children with disabilities and one with behavioral issues. The child with a disability sits in the front and understands the music. The child with behavioral issues is always accompanied by a paraprofessional. Sometimes the student is removed from the room if they start acting up or causing danger to anyone.

MANAGEMENT

Identify the management and motivational strategies to keep students on task and engaged.

I will be using the warning system for kindergarten and second grade. The students will be allowed two warnings. If they receive more than two, the student will be moved to a different spot. If the students are given more than two warnings as a group, we will move onto something different.

LESSON IMPLEMENTATION

Lesson Opening Describe how you will engage students (hook)

- The Kindergarten and Second grade classes will walk down the hallway to the music room. They will have a seat on the floor on the circle.
- While walking into the room, Classical music will be playing.

List Activities (modeling, guided practice, rehearsal techniques, etc.)

- After listening to the song, I will ask the students what they heard in the Classical music song. (instruments, vocab words)
- After the song, we will discuss what we learned in the previous lesson.
- We will continue to watch and listen to our Quaver Classical episode, stopping in between to discuss.
- After the episode, we will discuss what we learned.
- Once we are done discussing, students will learn Summer Camp by rote.
- We will put what we learned by rote all together until the bell rings.

Lesson Evaluation Describe how you will determine the success of your students.

I will use formative assessment in this lesson by asking questions throughout the lesson about the Classical music episode to gain a better understanding of the students' thoughts and ideas.

Lesson Closing – Transition Describe how you will reemphasize the lesson objective(s) and transition to a new activity

- Before class ends, we will go through their song one more time.
- Students will wait until told to line up quietly.
- Once students are lined up, they will be walked back to their room without talking.

REFLECT

(Teacher performance and teaching strategies)

Describe what went well.

The students did a very good job of following along with the episode and they retained the information quickly and efficiently. While reviewing, they remembered what the episode had talked about. The second grade also applauded when the special needs student answered a question correct.

List and describe challenges

The challenge of this lesson was keeping the students quiet during the Classical episode. Another challenge that I faced was giving out warnings to my students about needing to be quiet.

List and describe strategies for improvement.

I think the one thing I could improve on in this lesson, is keeping the students engaged and excited about the Quaver program. I truly believe that the students enjoyed it, but it is hard for kindergarten and second grade to sit still for that long.

Elementary Lesson #3 PLANNING

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| Teacher Candidate Name: | Danica Mickelson |
| Grade Level: | Fifth Grade |
| Subject: | General Music |
| Date: | March 13, 2017 |

List the State Standard(s) to be addressed in this lesson:

- 5.MU.Pr.4.2.a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- 5.MU.Pr.5.1.a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

List the Learning Objective(s) to be addressed in this lesson:

Students will be able to:

- Match pitch
- Audiate music
- Sing music literature
- Perform in front of an audience

Describe how the objective is relevant to students' lives. (Rationale)

According to the South Dakota Standards for Music Education, basic singing skills, matching pitch, and being able to use solfege correctly are all important skills to have in a general music classroom. Performing is also mentioned in the standards and needs to be taught because it teaches students how to be confident with themselves. During this lesson, the students are using aural skills, by listening to me, and oral skills when the students sing.

List the words relevant to the content area that you will either introduce and/or review during your lesson. (Vocabulary)

- Rhythm
- Audiation
- Beat
- Repetition

List the materials you will need to teach the lesson.

- Piano
- Music literature
- Whiteboard
- Markers
- Eraser
- CD
- CD player

ASSESSMENT

Pre-Assessment: Explain how you know your students are ready for this lesson:

In order to assure the students' readiness prior to this lesson, I will review with the students on what they learned and talked about in the previous lesson. We talked about dynamics and what they mean and how they are using in music literature. I then played the song and had the students point out each dynamic and how they changed throughout the piece.

TECHNOLOGY

Describe the instructional and/or assistive technology that you will use:

- Piano
- CD player

ACCOMMODATIONS

Describe the accommodations/differentiation/modifications you will use to meet the needs of all learners and accommodate differences in students' learning, culture, language, etc. * (Based on what you identified/described in your contextual information).

Based on the information that I have gathered, the fifth grade has no students with disabilities, but there are a few students who have behavioral issues and are on IEPs. The children on IEPs are sometimes by each other and if they cause problems, they will be moved to a different spot. If they cause danger towards others, they will be removed.

MANAGEMENT

Identify the management and motivational strategies to keep students on task and engaged.

I will be using the warning system for the fifth grade. The students will be allowed two warnings. If they receive more than two, the student will be moved to a different spot. If the students are given more than two warnings, as a class, we will move onto something they can handle.

LESSON IMPLEMENTATION

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| <p>Lesson Opening Describe how you will engage students (hook)</p> <ul style="list-style-type: none"> • The fifth grade class will walk down the hallway to the music room. They will be instructed to stand in a circle. • While walking into the room, Haida will be playing and the students will be listening (audiate). • The students will participate in sirens, lip trills, and other vocalises. • As a class, we will go over the correct singing posture by rolling up and putting our shoulders back. • After vocalises, the students will be instructed to sit down to listen. |
| <p>List Activities (modeling, guided practice, rehearsal techniques, etc.)</p> <ul style="list-style-type: none"> • After listening to Haida, I will ask the students what they heard in the piece that was played. • I will have the students listen and audiate Haida again. • The students will listen again and will be instructed to pick out who has the harmony and melody. • I will hand out the music literature and I will ask the students to sight sing the first page on the top line. • We will then all sing the second line. Once all the students have each sung both lines, we will split into two groups. • The students will attempt to sing the assigned parts to put Haida together. • We will add clapping and stomping on the rests to help the students count and keep the beat. • We will put what we have learned together until the bell rings. |
| <p>Lesson Evaluation Describe how you will determine the success of your students.</p> <p>I will use formative assessment, in this lesson by asking questions throughout Haida and listening to them sing, to gain a better understanding of the students' thought and ideas.</p> |
| <p>Lesson Closing – Transition Describe how you will reemphasize the lesson objective(s) and transition to a new activity</p> <ul style="list-style-type: none"> • Before class ends, we will go through Haida one more time. • Students will wait until told to line up quietly. • Once students are lined up, they will be walked back to their classroom without talking. |

REFLECT

(Teacher performance and teaching strategies)

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| Describe what went well. |
| Once we went through the piece a few times, the students could pick out the harmony and melody very easy. |
| List and describe challenges. |
| The biggest challenge was getting each group to come in while overlapping each other. The students were not used to this so it was harder for them to understand the concept. |
| List and describe strategies for improvement. |
| Some things that I could do to improve this lesson would be just to have more time with the students. I feel that the students understood the concept of harmony and melody, but I wish they would have had more time to really understand overlapping each other in Haida. |

PLANNING

Secondary Lesson #1

| | |
|-------------------------|------------------|
| Teacher Candidate Name: | Danica Mickelson |
| Grade Level: | High School |
| Subject: | Choir |
| Date: | April 7, 2017 |

List the State Standard(s) to be addressed in this lesson:

- HSp.MUe.Pr.6.1.a. Perform repertoire using technical accuracy and expressive qualities to connect with an audience. Repertoire should represent diverse cultures, styles, genres, and historical periods.
- HSp.MUe.Pr.4.1.a. Select a variety of repertoire to study based on interest, elements of music and technical skills of the performing ensemble. Explain the criteria used in selecting the repertoire.
- HSp.MUct.Pr.6.1.a. Share live or recorded (audio/video) performances of works, and explain how the elements of music are used to reflect intent.
- HSp.MUct.Re.7.1.a. Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences, moods, visual images, or storylines in simple form and describe the choices as models for composition.

List the Learning Objective(s) to be addressed in this lesson:

Students will be able to:

- Find the macro and micro beats
- Express themselves using their bodies
- Listen for harmony and melody
- Perform in front of an audience
- Audiate a piece

Describe how the objective is relevant to students' lives. (Rationale)

According to the South Dakota Standards for Music Education and Dalcroze, using our bodies to find the beat is important. It is important for students to find the macro and micro beats because they need to be able to differentiate between the two of them. Performing is also important because it helps students build confidence and to learn together as a group.

List the words relevant to the content area that you will either introduce and/or review during your lesson. (Vocabulary)

- Melody
- Tune
- Harmony
- Macro
- Micro
- Beat
- Audiate

List the materials you will need to teach the lesson.

- Piano
- Smartboard
- Laptop
- Internet access
- Projector
- Speakers

ASSESSMENT

Pre-Assessment: Explain how you know your students are ready for this lesson:

In order to assure the students' readiness prior to this lesson, I will review with them about keeping the beat and how to differentiate between big and little beats. We have done this in a previous lesson so they should remember quickly.

TECHNOLOGY

Describe the instructional and/or assistive technology that you will use:

- In this lesson, I will be using the laptop, smartboard, projector, speakers, and piano to teach this lesson.

ACCOMMODATIONS

Describe the accommodations/differentiation/modifications you will use to meet the needs of all learners and accommodate differences in students' learning, culture, language, etc. * (Based on what you identified/described in your contextual information).

Based on the information that I have gathered, the high school choir has one student with a disability. The student has a hard time understanding and is in a wheelchair. In order to make sure that he learns with his classmates, the student is assigned to sit in the very first row so it is easier for him to understand the music and participate in the lesson.

MANAGEMENT

Identify the management and motivational strategies to keep students on task and engaged.

I will be using the warning system for the high school choir. Each student will be allowed one warning. If they receive a second warning, the student will be told to write a one page essay about disrespect and what they should have been doing.

LESSON IMPLEMENTATION

Lesson Opening Describe how you will engage students (hook)

- The High School students will walk into the classroom when the bell rings.
- The students know to grab their folders to have a seat in their assigned section.
- The students will fill out their goal sheet and once done, they will stand for vocal warmups.

List Activities (modeling, guided practice, rehearsal techniques, etc.)

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| <ul style="list-style-type: none"> • Once warmups are completed, the students will have a seat and will be given the class schedule and what we, as a class, need to complete in the class period. • I will play Africa for them and instruct them to just listen. • Next, I will introduce audiation and explain it to them. • We will listen again and I will start swaying to represent the macro beat; students will be instructed to join in. • We will listen again and I will start patting my legs to represent the micro beat; students will be instructed to join in. • We will listen again and this time students will put the macro and micro beats together; students will be given a chance to come up with their own dance moves to represent macro and micro beats. • Once we have done the macro and micro beats, students will be instructed to sit and listen again for harmony and melody. • Students will be instructed to sight sing together on one part to fit the words in Africa. • Once done singing, students will be given a time for discussion about the piece. |
| <p>Lesson Evaluation Describe how you will determine the success of your students (Include a blank copy of your post-assessment (if applicable))</p> |
| <p>I will use formative assessment in this lesson and the feedback on their goal sheets to gain an understanding of the students' thoughts and ideas.</p> |
| <p>Lesson Closing – Transition Describe how you will reemphasize the lesson objective(s) and transition to a new activity</p> |
| <ul style="list-style-type: none"> • Before class ends, we will go through Africa one more time. • Students will finish filling out their goal sheets as the music continues to play and will continue to play as the bell rings and students exit the classroom. |

REFLECT

(Teacher performance and teaching strategies)

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| Describe what went well. |
| This lesson went very well. The students responded quickly and they ended up enjoying keeping the beat. |
| List and describe challenges. |
| Some of the challenges were getting the students to understand why to find the macro and micro beat and to understand why it was important. Another challenge was getting students to stay involved in the lesson. They would start out moving and then the moving would slowly die down. |
| List and describe strategies for improvement. |
| I think I could improve on being more confident with the high school class. I seem to get nervous around them and cannot always stay on task. |

PLANNING

Secondary Lesson #2

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|-------------------------|---------------------|
| Teacher Candidate Name: | Danica Mickelson |
| Grade Level: | Middle School Girls |
| Subject: | Choir |
| Date: | April 10, 2017 |

List the State Standard(s) to be addressed in this lesson:

- 6-8.Mug.Pr.4.1.a. Apply teacher, or collaborative, or personally developed criteria for selecting music of contrasting styles and genres for a program. Discuss expressive qualities, technical challenges and reasons for choices.

List the Learning Objective(s) to be addressed in this lesson:

Students will be able to:

- Find the macro and micro beats
- Express themselves using their bodies
- Perform in front of an audience
- Audiate a piece

Describe how the objective is relevant to students' lives. (Rationale)

According to the South Dakota Standards for Music Education and Dalcroze, eurhythmics is a way to feel the beat within our bodies and to recognize the differences between the kinds of beats (macro and micro). It is important because we often do not realize that there is music all around us and we are the ones that make it. Performing is important as well because it teaches students how to work together, but also to believe in themselves.

List the words relevant to the content area that you will either introduce and/or review during your lesson. (Vocabulary)

- Tune
- Macro
- Micro
- Audiate
- Beat

List the materials you will need to teach the lesson.

- Piano
- Smartboard
- Laptop
- Internet access
- Projector
- Speakers

ASSESSMENT

Pre-Assessment: Explain how you know your students are ready for this lesson:

In order to assure the students' readiness prior to this lesson, I will review with the students about keeping the beat and how to differentiate between little and big beats. We have learned about macro and micro before so this lesson will be easy to understand.

TECHNOLOGY

Describe the instructional and/or assistive technology that you will use:

- Laptop
- Smartboard
- Projector
- Speakers
- Piano

ACCOMMODATIONS

Describe the accommodations/differentiation/modifications you will use to meet the needs of all learners and accommodate differences in students' learning, culture, language, etc. * (Based on what you identified/described in your contextual information).

Based on the information that I have gathered, no accommodations are needed for the middle school girls.

MANAGEMENT

Identify the management and motivational strategies to keep students on task and engaged.

I will be using the warning system for the middle school students. Each student will be allowed one warning. If they receive a second warning, the student will be told to write a one page essay about disrespect and what they should have been doing in the first place.

LESSON IMPLEMENTATION

Lesson Opening Describe how you will engage students (hook)

- The middle school girls will walk into the classroom when the bell rings and they will have a seat.
- The students will then be given the schedule for the class period.
- We will listen to 4:33 and I will explain to them why it is important to our lesson.

List Activities (modeling, guided practice, rehearsal techniques, etc.)

- We will watch 4:33 and the students will see that there is nothing going on in the piece.
- I will ask the students what is happening in the piece and what the title of the piece means.
- If the students still do not understand, I will have them listen and watch again.
- Students will be called on to explain the meaning behind the piece.
- Once we are done discussing 4:33, we will move onto vocal warmups.
- Once vocal warmups are done, I will play “Can’t Stop the Feeling” for them and instruct them to just listen to the piece.
- Next, I will introduce audiation and explain it to them.
- We will listen again and I will start swaying to represent the macro beat; students will be instructed to join in. I will change gestures throughout the piece (patting the legs, patting our head, snapping, etc.)
- We will listen again and I will start clapping to represent the micro beat; students will again be instructed to join in.
- We will listen again and this time students will put the macro and micro beat gestures together; students will be given the chance to come to the front of the room to incorporate their own dance moves.
- Once we have done the macro and micro beats, the students will be instructed to sing to along with the piece.
- Students will sing with karaoke next and we will fix parts where they are needed.

Lesson Evaluation Describe how you will determine the success of your students.

I will use formative assessment throughout the lesson to keep the students engaged in what I am teaching them.

Lesson Closing – Transition Describe how you will reemphasize the lesson objective(s) and transition to a new activity

- Before class ends, we will go through “Can’t Stop the Feeling” once more.
- Students will leave once the bell has rung; the piece will continue to play as the exit the classroom.

REFLECT

(Teacher performance and teaching strategies)

Describe what went well.

I believe this lesson went very well. The middle school girls were full of energy and stayed focused to accomplish things throughout the class period. I also believe I did a good job of explaining directions to them to make sure they understood.

List and describe challenges.

A challenge that I did have in this lesson, was explaining to the students why the 4:33 was significant to their everyday lives. They did not really understand and I feel I could have done a better job, if I would have had more time.

List and describe strategies for improvement.

I feel that I could improve on staying positive even when a class does not necessarily get what I am trying to explain. I started to get frustrated with the “4:33” piece because the students were taking it as a joke and not music. I need to understand where they are coming from as well with their point of view.

Secondary Lesson #3 PLANNING

| | |
|-------------------------|------------------|
| Teacher Candidate Name: | Danica Mickelson |
| Grade Level: | Middle School |
| Subject: | Band |
| Date: | April 25, 2017 |

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| List the State Standard(s) to be addressed in this lesson: |
| <ul style="list-style-type: none"> • HSp.MUe.Pr.4.1.a Select a variety of repertoire to study based on interest, elements of music and technical skills of the performing ensemble. |
| List the Learning Objective(s) to be addressed in this lesson: |
| Students will be able to: |
| <ul style="list-style-type: none"> • Count dotted quarter notes correctly • Understand syncopation • Perform in front of an audience |
| Describe how the objective is relevant to students' lives. (Rationale) |
| According to the South Dakota Standards for Music Education, |
| List the words relevant to the content area that you will either introduce and/or review during your lesson. (Vocabulary) |
| <ul style="list-style-type: none"> • Tempo • Dynamics • Syncopation |
| List the materials you will need to teach the lesson. |
| <ul style="list-style-type: none"> • "Don't Feed the Drummers" • Instruments |

ASSESSMENT

| |
|--|
| Pre-Assessment: Explain how you know your students are ready for this lesson: |
| The students are ready for this lesson because we have played through "Don't Feed the Drummers" before and they did a pretty good job. We are just reviewing and getting better. |

TECHNOLOGY

Describe the instructional and/or assistive technology that you will use:

None.

ACCOMMODATIONS

Describe the accommodations/differentiation/modifications you will use to meet the needs of all learners and accommodate differences in students' learning, culture, language, etc. * (Based on what you identified/described in your contextual information).

Based on my information gathered, there are no accommodations needed for middle school band.

MANAGEMENT

Identify the management and motivational strategies to keep students on task and engaged.

Students always have problems talking during lessons no matter who the teacher is. I will keep my students engaged by having them follow along in their music when they are not playing or if I am working with a group. I will also remind them about respect and how they need to respect me when I am talking to them.

LESSON IMPLEMENTATION

Lesson Opening Describe how you will engage students (hook)

- The students will walk in eating their snack and there will be music for them to listen to as they get their instruments out and seated in their chairs.
- Students will be instructed to get Bb and Eb scales out and our first piece.
- We will begin warmups with a Bb round and then move into an Eb scale balancing out our sound as we go.

List Activities (modeling, guided practice, rehearsal techniques, etc.)

- We will take out "Don't Feed the Drummers".
- I will review with the saxophones and flutes on the parts that we had problems with the day before.
- Trumpets will be added in because they have the same part.
- Once we have sped up the part, other instruments will be instructed to come in.
- Next, I will work with the drummers at measure 35 to measure 61.
- Once drummers understand their part, everyone will start at the beginning of the piece.
- I will ask them about the dynamics and review with them what the first dynamic is and they will be instructed to watch me.
- Once we have ran through the entire piece, I will ask the students if they have questions, comments, or concerns and we will take them into consideration.

Lesson Evaluation Describe how you will determine the success of your students.

I will be watching my students closely to make sure that they are understanding their parts and playing them correctly.

Lesson Closing – Transition Describe how you will reemphasize the lesson objective(s) and transition to a new activity

- We will run through "Don't Feed the Drummers" once more and then I will give them positive feedback and my cooperating teacher will take over from there.

REFLECT

(Teacher performance and teaching strategies)

Describe what went well.

I did a good job of telling the students what I wanted them to do and the students responded well. When the students did not do something correct, they immediately fixed it so we could go on with the lesson.

List and describe challenges.

The saxophones were slowing down the piece and they were not understanding the syncopation part of the lesson.

List and describe strategies for improvement.

I conducted the macro beat for the students so that they could see me conducting in two instead of four to get them to go faster in the section of the piece.

Task IV: Analysis of Focus Students – Elementary

*Keith is not the actual name of the student.

Meet Keith:

Keith is a fifth grade, male student at Little Town Elementary School. He is currently eleven years old and tends to have some problems in class. I chose to study Keith throughout my Student Teaching Field Experience because he was always eager and commented on everything. He was also very active in the classroom and offered to help with any given task. Keith was always wanting to please others and needed approval in everything that he did throughout the school day. I also had the chance to observe him academically and his social development throughout my time student teaching.

Keith at Home:

According to the school counselor, Keith is an extremely busy individual. After I had mentioned that I wanted to study Keith more closely, my cooperating teacher and the counselor said I had made a good decision in doing so. After doing some research, I learned that Keith kind of lives a difficult home life. Keith lives with both his mom and dad on a farm outside of Little Town. Keith's dad is his best friend and they do everything together. Keith and his dad love to farm, go fishing, and play games together. However, Keith's mom wants

nothing to do with him. The way she treats him is not civil. Keith's mom demeans him, dismisses him, and rejects him. She has one other child of her own, Keith's brother, but Keith was never wanted by his mom. **Keith at School:**

At school, Keith is performing at an average level with core classes and he usually does not struggle with daily work. Keith is an average 'A' and 'B' student. While observing Keith in the music classroom, I quickly learned that he has a comment about everything. Keith has never been diagnosed with ADD, but it was mentioned that he is a prime candidate. The anonymous source mentioned this because it is hard for him to stay on task and focus in the classroom. I noticed this in the music classroom as well. He will be doing one thing and then the next second he is playing his horn like no one is there. As for his social life, Keith has classmates who tolerate him. In a way, I think his classmates think that he is a know it all and they do not like to hear about it. During my study I did notice that Keith is always pushing for approval from female teachers. I believe he wants approval from females because he is not receiving it at home.

Possible Solutions:

Keith does a pretty good job with adapting in his academics at Little Town Elementary School. Some things that could be done, to help Keith in school, are simple and in my opinion, would be quite effective. To help Keith stay focused and on task, he could sit in the front row of his classroom. Keith could also make up some sort of reward system for himself. The reward system could start with him being quiet during class and not interrupting the teacher. If he is able to not interrupt the teacher for the full period, he is able to go to the library that day. He could talk himself up by rewarding himself, but maybe he could share with his dad how his day went as well. By following these guidelines, I believe that he would work well with peer and adult help. Another possible solution is when practicing music, studying, or completing homework, one could sit in the room to keep him on task.

Conclusion:

Overall, Keith is a busy individual who just wants to feel wanted everywhere he goes. While observing, I quickly learned that Keith is a people pleaser and seeks approval. Sometimes his way of seeking approval can get in the way of him pleasing. Keith wants to gain approval so much that sometimes pleasing people is just out of the question. Keith is a great student with lots of potential, but needs a "mom figure" in his life in order to feel love. I believe that with the right support system at home and the great relationship that Keith and his dad have at home, Keith will achieve many things in life.

While preparing this case study, I interviewed my cooperating teacher and school counselor and asked them what I needed to know about Keith.

Task IV: Analysis of Focus Students – Secondary

*Addy is not the actual name of the student.

Meet Addy:

Addy is an eighth grade, female student at Little Town Junior High School. She is currently fourteen years old and is extremely timid in and out of the classroom. I chose to study Addy throughout my Student Teaching Field Experience because she seemed a little too quiet and hardly participated in classroom activities. She also does not have a lot of friends and sticks to herself. While observing, I had the chance to see Addy behave in her homeroom and experience her academically and her social development throughout my time student teaching.

Addy at Home:

According to the school counselor, Addy is an extremely quiet individual. After I had mentioned that I wanted to study Addy more closely, my cooperating teacher and the counselor thought I had made the right decision in doing so. After doing some research, I learned that Addy lives a difficult home life. Addy lives with just her dad and her mom is not around. However, Addy does have some contact with her biological mother. Addy and her dad live outside of Little Town. Addy's dad is very strict and "rules with an iron fist". Addy's dad does not allow friends over and he is not home much to give her the attention that she wants. She stays home most of the time and tries to keep to herself. Addy does have a few siblings, but they are all much older than her.

She also has a few younger step-siblings, but does not have much contact with them.

Addy at School:

At school, Addy is performing at a below average level with core classes and she struggles with her school assignments. Addy is a 'C' student and she absolutely despises most of her subjects in school. Addy currently has a 'C' in chorus because she refuses to complete her goal sheets at the beginning of the period. She is also not very good at math and has been caught cheating and copying other people's answers. Addy has 'C' grades because she does not care about school and always has late assignments. However, she does like art and she does very well in the class. While observing Addy in the choir music classroom, I quickly learned that she does not say a whole lot there either, but she does smile at a few people. While interviewing the anonymous source about Addy, I found out that she likes to create drama. Addy is kind of a shifty character and she is not always truthful; she likes to manipulate people and their way of thinking. I think she tries to manipulate because she is angry and resentful towards her home life. Socially, Addy is not a social butterfly, but she is not an introvert. The anonymous source commented that she is shy and insecure; she just lacks self-confidence.

Possible Solutions:

Addy has a difficult time in school and does not like to turn in assignments. Some things that could be done, to help Addy in school, would be hard, but I believe effective for her. To help Addy in school, she could make lists to help remind her of what she needs to complete by the end of the day. Addy could make lists that way she would no longer have late assignments and once she has completed everything she could reward herself. As for her home life, maybe she could start by talking to her dad about spending more time with her and asking if she can have a friend over once in a while. If talking to her dad does not help, Addy could talk to the school counselor about her life to vent. By following these options, I believe that Addy could live a happier and more successful school and home life.

Conclusion:

Overall, Addy is an extremely shy and timid individual who does not have a lot of attention at home. While observing, I quickly learned that Addy sticks to herself and does not gain a lot of attention in the classroom. In my opinion, Addy just wants to feel wanted and loved by her dad. Addy is not a great student, but she does not have a support system at home to help her succeed in her studies. I believe that with the right support system at home and a few friends, Addy could achieve great things in life.

While preparing this case study, I interviewed my cooperating teacher and school counselor and asked them what I needed to know about Addy.

Task V: Reflection and Self-Evaluation- Goals

During my student teaching experience, I gained quite a bit of knowledge about the students, cooperating teachers, parents, administration, myself and with achieving my goals. After student teaching with my cooperating teachers and the students, I quickly learned that a music teacher wears quite a few "hats". In the last four months, I have had the opportunity to work with elementary, middle school, and high school students. I have been able to help prepare awards for the students, make costumes for concerts, manage students in and out of the classroom, discipline students accordingly, how to fight for music education, and etc. A music teacher does a lot more than just teach music to students. Throughout the semester, I have grown extremely fond of teaching music and I now feel more comfortable in the teaching field.

Throughout my student teaching experience, there were many things I enjoyed, but there were also things that I was not particularly fond of. Some of the things I enjoyed in my student teaching experience were getting to know the students and my cooperating teachers, learning new methods of teaching, watching students compete at contest, teaching lessons of my own, working with the administration and other faculty members of my cooperating school, and making lifelong mentors through this experience. While working with the elementary students, I had the opportunity to help direct and do costume designing for the spring musical. The elementary students were full of energy and it was hard to get them all together to practice, but we split up parts and the fifth graders were the actors during the production. The other elementary students sang and did actions, but for me it was really neat to see it all come together for such a young group.

While working with the middle school students, I had the opportunity to help direct a musical. The middle school students were quite full of energy and it was a process to get lines and songs memorized, costumes done,

rehearsals scheduled, and everyone there to be a part of the show. The middle school students also got it into their heads that they did not want to do it and we had a hard time finding a student to play the main character because no one wanted to take on a big role. However, the students ended up having fun and wanted to do it again. I feel this was a great experience for me because I had the chance to see middle school students put on a musical and play their characters well while having fun.

During student teaching, I had the chance to teach a few instrumental lessons throughout the day. I took on trumpet, trombone, and French horn lessons. Teaching these lessons was great for me because it gave me a chance to get to know the students one on one and to learn more about their instruments and why they chose them. Once January rolled around, the students had to pick out solos to play for contest and I was able to accompany them on the piano. I felt playing the piano for the students that I taught really gave me a self of accomplishment because I helped those students succeed in receiving great scores.

Looking back on my junior field experience, I remember saying that I never wanted to teach high school band or choir. However, after my student teaching experience I have had a change of heart. I had the chance to substitute for high school band and to teach high school choir throughout my semester. While teaching high school choir, I was able to help pick out music for the pops concert and it was neat to introduce macro and micro beats to the students. The students quickly learned that I do not mess around and I expect them to participate in class. After a few times trying to get their attention, I finally received their respect by the end of the year and it felt great.

Before I started my student teaching experience, I had set a number of goals for myself to meet and to make me a better teacher in the process. My first goal was Knowledge of Self as an Individual and I set a goal for myself to speak clearly with my directions and to give my students respect in hopes that I would receive it back from them. During student teaching, I achieved this goal by giving clear directions in elementary, middle school, and high school music classes and by talking to my cooperating teacher about my lesson before teaching it. I also gave students respect and expected to receive it back from them.

My second goal was Knowledge of Content and I set a goal that I would make it a requirement for myself to keep learning during my student teaching experience. In my opinion, books are great to learn from, but I believe the real teaching begins when one has a real life example in front of them. Personally, I believe I learned more, teaching students and being in the classroom with them rather than putting my nose in a book. I achieved the goal to keep learning by watching my students and observing them in the music classroom.

The third goal of mine was Knowledge of the Learner and my goal was to be able to adjust the lessons accordingly, depending on how the students are responding to the content being taught. During student teaching, I had lessons planned each day, but I quickly learned that I needed to be able to adjust my lessons based on how the students were responding. I achieved this goal by listening to my students and observing them understand material that was being presented.

My fourth goal was Knowledge of Pedagogy and it was to make sure to state theorists during my lessons and explain why I was teaching certain things to my students. During teaching, I did mention Dalcroze in a lesson that was about eurhythmics and moving with our bodies. Dalcroze always made it a point to feel the beat within our bodies and for them to be the instruments.

The last goal that I set for myself was Knowledge of Self as a Teacher and Member of a Learning Community. My goal was to demonstrate professional behavior towards colleagues, administration, and students while I was teaching. I feel that I achieved this goal just by being myself and interacting with administration and colleagues at my cooperating school. Throughout my student teaching experience, I learned quite a bit about myself and what I am like as a teacher.

In conclusion, I am very proud of myself for accomplishing all of my student teaching goals during my experience and being able to learn new methods of teaching. During teaching, I learned about the students, administration, parents, cooperating teachers, but most importantly myself. After this wonderful experience, I truly believe that I am ready to have my own classroom and to be the best teacher that I can possibly be for my students.

