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Overview

As a Music Education major, you are responsible for meeting the requirements of the following governing agencies:

GSU Department of Music
GSU College of Education
Georgia PSC (Professional Standards Commission - oversees teacher certification)

The Music Education faculty and College of Education faculty and staff will guide you through the process of becoming a certified music teacher. However, it is ultimately YOUR RESPONSIBILITY to meet the requirements of these agencies. You can find details about these requirements using the following resources:

- **Department of Music**: Music Student Handbook, which is available on the Department of Music website. **Most notably, keep your GPA above 2.75 and don’t fail the same required class two times.**
- **College of Education**: Search for "Undergraduate Teacher Education". On this site, you will find the specific requirements for applying to be a teacher candidate, requirements for Student Teaching, requirements for GACE Program Admissions Tests, edTPA, background checks, liability insurance, etc.
- **PSC**: Search the web for GA PSC. Then look for teacher certification. You will create a PSC account while you are enrolled in EDUC 2120.

Yearly To-Do list

**Freshmen Year**
- Keep your GPA above 2.75. Stay “on-track” (don’t fail any Music courses).
- If your SAT reading + math score was 1000 or higher, you don’t need to take the GACE Program Admission Assessment. Or, if your ACT English + math score was 43 or higher, you don’t need to take the Program Admission Assessment. If your scores were lower than this, you need to take the GACE Program Admission Test. See the Student Success Center>Helpful Links [http://coe.georgiasouthern.edu/ssc/helpful-links/](http://coe.georgiasouthern.edu/ssc/helpful-links/)
- At Advising time for Spring Semester, email Ms. Shankar and Dr. Stambaugh your intention to enroll in the first Pre-Professional Block course (PPB Course in College of Ed), EDUC 2130.

**Sophomore Year**
- Keep GPA above 2.75. Earn a C or higher in Basic Conducting.
- Enroll in SPAGE Liability Insurance (Student Professional Association of Georgia Educators), with assistance of College of Education $7.
- Have access to a reliable vehicle on Friday mornings.
- Take and pass GACE Ethics Entry Assessment #350 ($30). You will learn more in PPB classes.
- Apply for PreService Certification with assistance of Ms. Chris Thompson in College of Ed. This process is concurrently with your applicant to the Teacher Education Program (TEP).

**Junior Year**
- Keep GPA above 2.75. Earn a C or higher in Advanced Conducting.
- Re-enroll in SPAGE Liability Insurance $7.
- Be making solid progress towards your Graduation Recital.
• Start thinking about where you will live when you Student Teach. If you sign a lease in January for your Senior Year, this overlaps with Student Teaching.
• In April, register to take GACE Content Assessments Music during the summer ($193).

Senior Year
• During Senior Seminar, take and pass the GACE Ethics Exit Assessment #360 ($30).
• Keep GPA above 2.75. Pass your Graduation Recital.
• Re-enroll in SPAGE Liability Insurance $7.
• Submit Student Teaching Application in early September.
• $275 fee for Student Teaching
• $300 fee for edTPA (Teacher Performance Assessment for teacher certification)

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>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2130</td>
<td>Exploring Teaching &amp; Learning</td>
<td>Fall</td>
<td>10-20</td>
<td>Any</td>
<td>any</td>
</tr>
<tr>
<td>EDUC 2120</td>
<td>Diversity in Educational Contexts</td>
<td>Spring</td>
<td>10-20</td>
<td>Any</td>
<td>any</td>
</tr>
<tr>
<td>EDUC 2110</td>
<td>Investigating Critical Issues in Education</td>
<td>Fall</td>
<td>10-20</td>
<td>Elementary</td>
<td>General music</td>
</tr>
<tr>
<td>MUSC 3232</td>
<td>Elementary Music Methods</td>
<td>Fall</td>
<td>30</td>
<td>Elementary</td>
<td>General music</td>
</tr>
<tr>
<td>MUSC 4532</td>
<td>Secondary Music Methods</td>
<td>Spring</td>
<td>20</td>
<td>Middle school or High school</td>
<td>Outside emphasis</td>
</tr>
<tr>
<td>MUSC 4611</td>
<td>Seminar in Music Education</td>
<td>Fall</td>
<td>40</td>
<td>Middle school or High school</td>
<td>Emphasis</td>
</tr>
<tr>
<td>MUSC 4799</td>
<td>Student Teaching</td>
<td>Spring</td>
<td>620</td>
<td>Any</td>
<td>Emphasis</td>
</tr>
<tr>
<td>ongoing</td>
<td>All semesters, summers</td>
<td>All</td>
<td>200+</td>
<td>All</td>
<td>All</td>
</tr>
</tbody>
</table>
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. **Google the school’s website and save the school’s phone number.** DO NOT TRUST A GPS OR GENERIC WEBSITE TO HAVE THE CORRECT ADDRESS. Write down the address and directions, if you need them. Double check the school’s website address against what pops up on your phone. YOUR PHONE MAY BE WRONG.

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

4. Leave extra time to get there, in case you get lost or can’t figure out where to park. Being “on time” really means “being early”.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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 “I” 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)
Student name ________________________________________________________________

Placement (if known) __________________________ Date of birth ________
(month) (day) (year)

Current Address ______________________________________________________________
(address) (city) (state) (zip)

Primary phone (______)___________ E-Mail ________________________________

EMERGENCY CONTACT INFORMATION

IN CASE OF EMERGENCY, CALL
(First and last name) (relationship)

Primary daytime phone (____)____________ Secondary phone (____)____________

SECOND CONTACT, CALL
(First and last name) (relationship)

Primary phone (____)____________ Secondary phone (____)____________

In case of an accident or serious injury or illness, I give my permission for my placement school to make whatever emergency arrangements seem necessary.

_________________________________________ (signature) ________________ (date)

Physician name __________________________ Phone __________________

List any medical conditions you have (such as epilepsy, asthma, diabetes, sickle cell, allergies or other potentially dangerous health conditions.) ______________________________

________________________________________

List any medications you are currently taking. ______________________________

________________________________________
Off-Campus Participation Agreement

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.

<table>
<thead>
<tr>
<th>Signature of student participant</th>
<th>Signature of witness</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Must be 18 years or older)</td>
<td></td>
</tr>
</tbody>
</table>

| Signature of parent or guardian, if student under 18 years old | |
|---------------------------------------------------------------| |
Guidelines for Video Recording

College of Education
Candidate Guidelines for Video Recording

Video recording is included as one of your course requirements, because it adds richness and valuable context to the evaluation of your teaching. However, because videos will almost always include identifiable images of students, their use as part of your course work carries some significant ethical and legal responsibilities. For reasons of privacy and safety, many parents are concerned about their children appearing in videos and photos, especially any that might be used outside the classroom. For both legal and ethical reasons, those concerns must be respected at all times. Doing so requires the following of you:

1. **Parents and guardians must be asked to consent to having their children appear on the video.** You must confer with your clinical supervisor to confirm specific permission for students to appear on recordings that will be used for educational purposes.

2. **Before creating the video, you must be sure you know the names of any students whose parents did not grant permission, and must avoid including those students on the video by positioning the camera so that it does not capture their images.** Important note: Non-consenting students must not be excluded from the learning activity.

3. Do not use any identifiable information in the video. No reference to state, city, school, or teacher should be included in the recording. Only use first names of students.

4. **Once created, video clips will be submitted as part of your required course work, but must not be shared or distributed beyond that.** Video clips are created solely to be used as part of your course requirements. No part of that video should be used for any other personal or professional purposes. In particular, it must not be posted online, sent to friends and family, or included in your job portfolio. Anyone suspected of misusing video clips will result in the submission of an Academic Dishonesty Report to the Office of Student Conduct. The outcome of this report could be possible failure in the course. This violation falls under the FERPA laws and are subject to an investigation. (Remember: Once you have shared the video electronically with anyone, you have effectively lost control.)

5. **Once you have received confirmation that you have successfully submitted your required video recording, video clips must be destroyed.** This includes not only the segments submitted, but any video material created as part of your effort to prepare for and complete the assignment.

---

I have read the above guidelines and agree to follow them.

Teacher Candidate Name Printed ________________________________

Teacher Candidate Signature________________________________________

Date __________________________

January 2014
1. Course sequence
   • Students take one course per semester in three sequential semesters.
     a. begin with EDUC 2130, typically in Fall of Sophomore year
     b. complete EDUC 2120 in Spring of Sophomore year
     c. during third PPB semester, students take EDUC 2110 concurrently with Elementary Music Methods (EMM)

2. Course schedule
   • Each PPB class is scheduled for 8 – 9:15 a.m. on M & W morning, unless mutually agreed upon by Music Education faculty and PPB coordinator.

3. Field experience
   • During semesters 1 & 2, students will be in the field for 8 Fridays
   • Field experience is scheduled for Friday mornings beginning at 8:00 a.m.
   • Departure time will vary by location as indicated below, and will allow you to return to GSU, park your car and walk to class by 11:00. These departure times may only be changed with permission from Dr. Griffin.
     i. Effingham County - 8 a.m. - 9:45 a.m. (14 field hours)
     ii. Screven County - 8 a.m. - 10:00 a.m. (16 field hours)
     iii. Statesboro - 8 a.m. - 10:15 a.m. (18 field hours)
     iv. Bulloch County, non-Statesboro - 8 a.m. - 10:00 a.m. (16 field hours)
   • Attempts will be made to secure placement in a music education learning environment, but if none are available students will be placed in a K-12 classroom setting
   • During semester 3, students “double-dip” field experiences; that is, students complete PPB requirements and EMM requirements in the same 30-hour practicum setting.

4. Assignment of field placements
   • PPB Coordinator assigns field placements during semesters 1 & 2
   • EMM instructor assigns during semester 3

5. Required PPB observations and journal entries
   • Students complete 5 of the required observations and journal entries per semester.
   • These five journal entries are submitted at the end of semesters 1 & 2 via folio and the ENTIRE set of 15 entries is submitted via folio at the end of semester 3.
   • Of the total 15 journal entries, 12 should come from the list in the PPB Information packet. Up to two entries per semester can be on the same topic as the previous semester. For example, students may write about Whole Group Instruction in EACH
of their field settings. If students opt to repeat a topic, they should compare the current semester observation to the previous semester as part of the journal entry.

- Journal entries are evaluated by EDUC 2110 instructor during semester 3.
- The remaining 3 entries should be assigned by the Music Education Clinical Supervisor(s) or students can generate their own experiences and reflections based on their placement for Elementary Music Methods, while incorporating content from EDUC 2110, the third semester PPB class.

6. Evaluation
   - Each semester, student professionalism is evaluated by US and CS via folio.
   - If student receives unsatisfactory evaluation during any semester, student must successfully repeat those practicum hours again.
   - 15 complete journal entries of satisfactory quality must be submitted on folio to fulfill PPB journal requirements.

7. Folio
   - Each semester you will access the PPB course on your MyGeorgiaSouthern Folio account. Additional information on EDUC 2090 requirements will be provided in Folio.
   - Accessing the PPB Folio course will allow you to view your PPB evaluation rubrics and submit your journal entries at the end of each semester.
   - REMEMBER you will need to access the PPB Folio course EACH semester you are in PPB. All journal entries will be submitted here and evaluations from your Clinical and University Supervisors will also be submitted via Folio.
MUSC 3232 Elementary Music Methods Field Experience  
Fall 2017

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 4 of their 30 hours. (This four hour substitution could also include Statesboro Youth Chorale and the Averitt Center Strings group. It is four hours total substitution, not four hours per different type of ensemble.) **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 Folio.**
Elementary Methods Field Experience Log Fall 2017

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.

<table>
<thead>
<tr>
<th>Hour</th>
<th>Date</th>
<th>Grade</th>
<th>Activities</th>
<th>CS Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>13</td>
<td></td>
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</tbody>
</table>
This is the Assessment Rubric the Clinical Supervisor will complete.

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Punctuality</td>
<td>Frequently late or absent without reasonable excuse</td>
<td>No unexcused absences, minimal tardies</td>
<td>Consistent punctual attendance</td>
<td>2</td>
</tr>
<tr>
<td>Professional appearance</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>2</td>
</tr>
<tr>
<td>Communication-quality</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 risk, 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>
<td>2</td>
</tr>
<tr>
<td>Communication-Professional Courtesy</td>
<td>Did not communicate with mentor teacher in a timely manner and/or acknowledge communication</td>
<td>Generally responded/acknowledged mentor teacher in a timely manner</td>
<td>Consistently responded/acknowledged in a timely manner</td>
<td>2</td>
</tr>
<tr>
<td>Professional Conduct</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>
<td>2</td>
</tr>
<tr>
<td>Professional Criticism</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>2</td>
</tr>
<tr>
<td>Task Completion</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>2</td>
</tr>
<tr>
<td>Diversity</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>
<td>2</td>
</tr>
<tr>
<td>Code of Ethics</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>
<td>2</td>
</tr>
<tr>
<td>Personal commitment to teaching music</td>
<td>Not demonstrated</td>
<td>Appeared interested in field experience and for education in general</td>
<td>Activite participant in field experience and showed enthusiasm for teaching profession</td>
<td>2</td>
</tr>
<tr>
<td>Ability to work within education system</td>
<td>Habits and or attitudes would not be appropriate in an educational system</td>
<td>Most habits and/or attitudes would be appropriate in an educational system</td>
<td>Habits and/or attitudes were consistent with working in a educational system</td>
<td>2</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td>Total Score</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Target = 29-33</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Acceptable = 22-28</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unacceptable = 0-21</td>
<td></td>
</tr>
</tbody>
</table>
MUSC 4532 Secondary Music Methods Field Experience
Spring 2018

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 2018**

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.

<table>
<thead>
<tr>
<th>Hour</th>
<th>Date</th>
<th>Grade</th>
<th>Activities</th>
<th>CS Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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MUSC 4611 Senior Seminar Field Experience 2017-2018

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 7-11, plus a few hours after that week

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 at the beginning of the school year.

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 need to video record one teaching demonstration** to turn in to the Seminar course instructor. They should teach for 10 minutes. It is preferred they teach a group of students, like a sectional or warm-up, but a private lesson will suffice.

- **If possible, candidates should give an assessment to some students.** This could be a playing/singing pass-off or evaluation that you usually do. Or, it could be a short performance assessment or written quiz that the candidate creates. The candidate then keeps a copy of each of your students’ work, so we can evaluate student work in our Seminar class (and talk about data, reporting, and planning).

- 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 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’ hourly reflections are turned in to the GSU course instructor. The Clinical Supervisor will complete a Professional Dispositions rubric (Key Assessment #6) regarding professional behaviors, to be completed at the end of the semester.
Seminar Field Experience Log 2017-2018

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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Path to Music P-12 Certification

**Freshman**
- SAT/ACT scores or Program Admission Assessment
- Pass Music Core classes
- GPA 2.50+

**Sophomore**
- Start PPB
- Ethics Entry test #350
- PreService Certification
- Intro to Mus Ed
- GPA 2.50+

**Junior**
- Finish PPB
- Register GACE Music Content Assessment I and II
- GPA 2.75+

**Senior**
- Take GACE Music Content Assessment (220+)
- Apply to Student Teach
- Graduation Recital
- Ethics Exit test #360
- Student Teaching edTPA (38+)
- GPA 2.75+