1. **Summary of Observations:**

My observations at Frankton High School with James Handshoe taught me a lot about myself as well as how to be a great teacher. Something that really stood out to me was how often Mr. Handshoe was not at the podium. He was constantly walking around, and even when he was addressing another section he would encourage the rest of the band to follow along or listen so that he could ask the questions after. I'm sometimes afraid to walk around the classroom incase the students can't hear me or think they can take advantage of me because I'm further away from one side or the other, but as long as it's purposeful they will usually stick with you and respect you. I noticed that Mr. Handshoe would adjust his proximity to students not only as a teaching tool, but as a way of monitoring his students behavior and assessing their work as well. He was also very good about pacing and calling on as many kids as possible to answer questions. The class really seems to respect him and enjoy his class, which is refreshing to see in the first couple periods of the school day.

Something else Mr. Handshoe does really well is his process for connecting what the kids know to new material and concepts. There was one day in particular which I was given the opportunity to work with the 8th grade trumpets in a 20 minute sectional. There were only 4 trumpets so I was able to interact with them on a more personal level and give very specific feedback quickly and easily. The thing they struggled with the most was playing on past their mistakes. After talking to Mr. Handshoe about this, he informed me that personal accountability and confident playing after a mistake had been made was a common problem throughout the ensemble. When we put the band back together after sectionals to work on "Gently Touch the Sky" the kids were struggling to stay focused, so Mr. Handshoe decided to switch to another piece that they liked more and knew better. They played it for only a few minutes and went back to "Gently Touch the Sky" and actually seemed to be more focused and more confident. It was interesting to see how he used this tactic to show them how well they *can* play, and by giving them a little taste of success they were able to move past some of their mistakes. I also noticed that on days that the students had 2-hour delays there tended to be more discipline problems. Mr. Handshoe would remedy these by either picking up the pacing or stopping the class and using the teacher stare. Personally, I think that having a tangible discipline system in place at the beginning of the year (such as a check system) and keeping up with it consistently can help limit the number of potential behavior issues before they ever happen.

1. **Summary of Participation Activities:**

I didn’t have many participation activities, as most of my time was spent teaching or observing. However, on my second day at Frankton I accompanied Mr. Handshoe at Frankton Elementary for a band recruitment day. I found it odd that their elementary school contained K-6th grade. He mentioned that he used to teach beginning band with the 6th graders in the past, but logistically he couldn't make it work anymore and decided in the recent years to start the kids in 7th grade. His process for recruiting was similar to other instrument "petting zoos" I've participated in before, but it was interesting to see how it worked behind the scenes. He would allow the kids to pick two instruments that they liked to try, and helpers from Muncie music would teach them how to produce a sound on those instruments. I helped Mr. Handshoe and the Muncie Music employees set up the instruments, examine and play each instrument to make sure they were functioning, set up chairs for the students, and helped pass out forms. This process was similar to petting zoo booths I’ve helped set up before with the Muncie Symphony Orchestra or other band programs. However, unlike petting zoos I’ve ran before where the kids would approach us and choose an instrument, Mr. Handshoe and the other staff gave a presentation on each instrument, its name, and what sounds it made. For the first group I demonstrated trumpet and French horn. I noticed that each time a staff member presented a different instrument they would relate it to something the kids were familiar with. This could be a song featuring the instrument, a cartoon character that played the instrument, or a funny sound that it could make (kids love trombone glissandos!). The choice was ultimately up to the kids, which I thought was pretty cool. In the future, I would like to brush up on my skills to present each instrument in a way that is inviting, fun, and interesting for my potential students. It’s not enough to know fingerings and embouchure technique if you can’t spark interest in future students.

1. **Summary of Teaching Experiences**:

My first day of teaching was also my second day observing with the 8th grade band at Frankton due to delays and cancelations. My energy throughout the lesson was great, but my pacing could have been much faster for these students. The kids were all very eager and attentive, but I spent too much time talking about my concepts when I could have had them doing more, so I started losing their attention near the end. I purposely planned a lot of different activities in my lesson to keep things moving, but I think that I could have spent more time on the process of just one or two of my activities with more repetition and building towards the end goal so that they were able to do and understand more throughout the lesson. I was more focused on getting through my lesson in 20 minutes than thinking about the students first. My overall procedure was fine, but the steps for each activity could have included more student interaction. My problems with pacing and procedure continued for a good majority of my time out at Frankton. This first teaching made me realize the importance of creating my lesson from the position of my students. If I was 13 years old and learning about meter, would I want to listen to my director explain it for 20 minutes or would I want to just play?

For my final (Task 2) teaching I worked with the 7th grade band. It went really well for the first 30 minutes, but in the last 15 it was hard to keep the energy and focus up. In our warm-ups and activities leading up to our rehearsal of "Rock 'n' Roll Blues," the students were having a lot of fun and were really excited. However, when we moved on to learning the rhythms featured at rehearsal letter D (our goal for the day), the kids struggled to stay on task. We had to spend so much time working on the rhythms that we did not have enough time to run the actual repertoire. I think what hurt my lesson at the end was not so much the content we were focusing on (primarily rhythm, staccato, and accents), but again the process once we got to the actual music. I had them doing warm-ups and activities that demonstrated that they could play the rhythms, pitches, articulations, and style in their music, but I did not communicate that to the kids. They were doing things within their ability, but I had not helped them make the connection. I think my overall procedure was great, but there were instances where I needed to make the connections more clear for the students. Furthermore, my pacing was much improved since the beginning of the placement until we got to the rhythm worksheet. I tried to help the students demonstrate what was on the worksheet, but once we started to apply it to the music it's as if all momentum we had up to that point was completely lost. The kids want to play their instruments in band, so if we use worksheets in our classrooms we should also work in activities that get them demonstrating the concepts in the worksheet. Better yet, by allowing them take the worksheet home and bring it to class the next day for discussion so that more time can be spent playing and applying the knowledge. With my own students I can be more proactive about how and when I give supplemental materials to my students so that they get to spend more time learning through doing.

The most helpful part of this entire experience was how often Mr. Handshoe allowed Dustin and I to work with the students. Over the course of my placement, I was able to run two warm-up activities, two sectionals, and teach both Task 1 and 2. I learned that connecting concepts to things the kids already know, are familiar with, or are interested in (especially outside of the classroom) can help keep them engaged and excited. I’ve also noticed that while I’m still learning how to have good, consistent pacing throughout the entirety of my lessons, I am able to quickly get my students back on task if I start to lose their attention or there is a behavior issue. Something that will help me become even better at classroom management is proximity to students and moving around the room. During my Task 2 teaching, there was one moment when Mr. Handshoe had to stand up and give a teacher stare to one of the percussionists in the back of the room and subsequently ask him to stop his inappropriate behavior. This student was almost out of my peripheral vision, and had I been more proactive about moving around the room this could have potentially been avoided. Furthermore, I’ve noticed in my videos that my posture, presence, and volume are authoritative but not intimidating. I tend to have a good command of the classroom, but I sometimes talk too long or too in depth which causes my students (at least 6th-8th grade) to lose focus or get bored. By making my instruction more concise and allowing my students to demonstrate their knowledge and content more often, I can greatly improve my effectiveness as a teacher.