

Hannah Bradt

Mr. Speice

ISM 3A

14 March 2017

The Playground

Mentor Visit Assessment 4

Ms. Laura Rohman

Elementary Music Education

Purefoy Elementary School 11880 Teel Pkwy. 75034, Frisco, TX

March 3, 2017

11:45 - 12:50

This mentor visit was very different from any of the others that I have been on thus far, as I spent the day outside of the classroom, instead on both the playground and in the field/courtyard. This was different because one of the specials teachers was not at Purefoy for the day, and there was a shortage of sub availabilities. Because of this, the remaining specials teachers opted to take the students outside to enjoy the weather on the day before their Spring Break began. While this may not seem convenient or beneficial to my cause and reason for attending mentor visits, this new experience allowed me to better understand the ways in which students in elementary school interact with each other in a natural way. Because they are still at a young age, many of the students have minimal interaction with technology such as cell phones, iPads, and computers, meaning that they most likely do not participate in any social media

accounts. This results in a very different type of interaction than students in middle and high school have grown used to. I was able to see the ways that children in the fifth grade are still allowed to run and play during school, rather than being completely involved in all classes and technologies. They got out a lot of energy, which would most likely benefit the classroom teachers once the students returned from specials, as they would be much more calm and willing to learn, instead of waiting to be able to move around and do what they wanted. By observing these students as they interacted with each other, I was able to begin forming an idea of the ways that fifth graders develop in modern society, especially when compared to the ways that they were seen to develop when Piaget's Theory of Cognitive Development was formed. These fifth graders would have been functioning in the Concrete Operational stage, which can be defined by an understanding of time, space, and quantity. While these three factors could be seen in the fifth graders, there were also new factors in their behavior, most likely due to the changing environment and technologies. As I continue to observe all grade levels of elementary school, I will further develop my ideas so that I may soon be able to begin piecing together my final product.

Aside from being able to observe the ways in which the fifth graders interact with each other outside of a classroom environment, I also had the opportunity to visit with my mentor about a variety of interesting and helpful topics. Towards the beginning of my visit, Ms. Rohman and I discussed what we would both be doing for Spring Break, which lead to my mention of college visits. When we began talking about colleges, as well as classes, she encouraged me to take classes that focused less on music education and more on teaching by itself. This would allow me to understand the major differences between a fine arts or specials teacher and a subject

teacher who works in a grade level classroom. She also made it a point to emphasize that these classes allow students to have a time during which they are able to move around and release energy, have fun with friends, and to create stronger relationships with both students and other teachers. While a typical classroom teacher will most likely only teach students for one year during elementary school, specials teachers have the opportunity to teach these students for the course of their elementary school career, which provides an extended amount of time to form lasting and beneficial relationships. Aside from this, Ms. Rohman also explained to me that teacher relationships at school are extremely important because the students might not receive the same type of care from home. She helped me to recognize the extreme extent of activities that young children participate in today, despite their young age. While parents are at work, students are at school or daycare, and return home only to leave again for some sort of practice or activity. This creates an extremely competitive environment in which students are always attempting to best each other in many different areas, and parents do not have as much time to spend with their children, causing relationships to suffer. Teachers, especially those who are able to know the students for 5 or more years, have the ability to care for these students in ways that they might not receive elsewhere.

Overall, this mentor visit was extremely eye opening, and allowed me to better understand the necessity of specials teachers such as music educators. They have the ability to change the lives of many children, and while students may have dreams of one day becoming the next star or well known doctor, teachers are the ones who hold responsibility for creating the foundation of knowledge, social skills, and many other factors. I look forward to continuing on the path of elementary music education, so that I too can one day impact the lives of students.

Mentor Visit Notes

not observing music class, observing specials all together in courtyard and field

- I should take classes in college that are for classroom education too, not just music
 - Gives better idea of why specials are so important
 - More time to move around
 - Have fun with friends
 - More relationship opportunities
 - Kids sit in chairs all day and don't get energy out
- A lot of kids are stuck up or very competitive, mainly because their parents set goals for them to be the 'star' of everything
- Students don't get to have strong relationships with their parents because they always have things scheduled late for every night
 - Soccer practice
 - Dance
 - Cheer
 - Etc.
- Being a music or specials teacher allows you to make relationships with students that can last for a long time, because they come back every year, whereas subject classroom teachers only see the kids for one year
- 5th graders already have a lot of knowledge about things that they might not necessarily need to know about
- Lots of technology in homes and in schools
- Lots of energy
- Begin to think that they are 'too cool for school' as Ms. Rohman puts it