

Hannah Bradt

Mr. Speice

ISM 3A

January 26, 2017

The Dreaded Recorders

Mentor Visit Assessment 1

Ms. Laura Rohman

Elementary Music Education

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

January 25, 2017

1:45 - 2:45

This mentor visit marked the first time that I would have the opportunity to interact with students in the music classroom, rather than only meeting with my mentor. Because of this, I was slightly nervous, wondering whether or not the students would like to have another older ‘helper’ in their classroom. With this visit, I hoped to mainly gain a better understanding of the ways that Ms. Rohman functioned in her classroom with students. For a reason that remains unknown to me, I decided to go to Purefoy during the time allotted for fourth graders, who have recently begun practicing recorders. Where these students lacked in the ability to play the screeching plastic instruments, they made up for with large personalities and the constant battle for attention. While I did enjoy watching the excitement that playing notes correctly brought to them, it was also difficult to get a true idea of the ways that a teacher should typically act in a

classroom, as the majority of the time was spent assisting each student with finger placement, identifying notes, and earning recorder 'playing belts.'

Although the majority of this mentor visit was spent observing students learn to play a new instrument, a few separate instances allowed me to gain more understanding of the ways in which a teacher has the ability to influence a student's life. At one point, a student was not able to play a specific song correctly, ultimately becoming very frustrated, and started to cry. This interested me, as I was able to observe Ms. Rohman's response, and whether or not the way that she chose her words would elicit shame in the student. When the student started crying, Ms. Rohman paused and gave him a short amount of time to sit and 'cool down' before offering to allow him to leave the classroom for a drink of water. The student declined this offer, and Ms. Rohman took a different approach, explaining that all of the students had just begun learning the instrument, and that it would take a lot of practice to begin to understand exactly how to play. She also provided a personal experience, and told him that it took her a very long time to learn to play the recorder as well. This event allowed me to have the ability to add an additional scenario of the ways in which a teacher could avoid shame in a classroom, as Ms. Rohman worded her response to the student's crying very carefully, and in a way that would not allow him to feel shameful or bad about himself.

In the same class, there was a small handful of students who were somewhere on the Autism Spectrum, and were very sensitive to loud noises. Because of this, I also got to see the ways that they function in a classroom, and how the other students interact with them. I was expecting students to avoid them for the most part, but was surprised to see that they were very kind, and tried to help these students in any way that they could. This helped me to see the ways

that students in my own future classroom could potentially interact with students who do not function in the same way as others, possibly with some encouragement from myself, or their classroom teacher.

When considering these two instances, I feel that my first mentor visit was fairly successful and helpful to my understanding of what being a teacher requires. As a whole, although this mentor visit was for the most part loud and slightly painful, it also provided me with helpful insight as to how a teacher could choose to function in a classroom when faced with a variety of challenges.