

NAME: Michael Thom

Entry Date: October 30, 2007

Assigned Setting: Anderson Eastside MS 6th Grade Band

Cooperating Teacher: Mrs. Sue Finger

Specific Teaching Task: Low Brass Warm-up

Instructional Setting: ~~Individual~~ | Small Group/Sectional | ~~Large Ensemble/Classroom~~

Was this teaching event pre-arranged? Yes | ~~No~~

Is this teaching event on your sample videotape? ~~Yes~~ | No

Reflection Statement on Teaching Task:

This was my first teaching experience at Anderson Eastside, and I was nervous. One thing quickly became obvious: though I may not yet be great at it, working at a fast past is, in fact, easier than I thought it was. From a classroom management standpoint, it only makes sense, and it seemed to be quite effective, even for me; the students behaved very well (sure, not perfectly, but they're sixth graders). The hardest thing, in my opinion, about moving quickly, is that I have to make on-the-spot decisions much faster. If all I had to do was follow my lesson plan, it wouldn't be hard to plan for speed and execute speed. However, there are always things that come up – such as bad posture, rushing, and instrument problems – that I will have to deal with. I need to be able to make quick decisions as to if and how to deal with the other, non-planned issues. I think I did fairly well this time, though, even quickly correcting the students' less than ideal posture during breathing and buzzing warm-ups.

To be honest, I think that I also realized today that I have been doing a lot of things well in the past, just not as cohesively. I have spent a lot of time in the past seven or eight years working with sixth grade beginners, and I didn't use very many new techniques today. I simply tried to work at a more appropriate pace, and I did use some of their ideas (such as the foot-tapping-in-the-shoe idea). But the ideas that I have worked with for many years seem to work well when I have my classroom managed appropriately. So that was encouraging.

The biggest thing I need to figure out for next time is what to do when they are rushing or playing rhythmically *close* but not accurate. If this was high school, I'd take plenty of time, break it down, have them count it, talk about it, etc. I feel like I can't do that with these guys, but I am thinking now that perhaps I can more than I think.