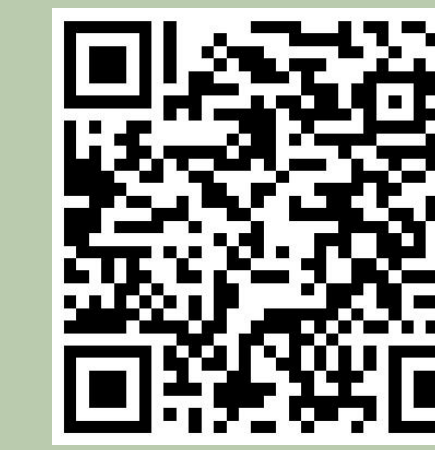


# "I Totally Take Back What I Said!"

## Exploring the Role of Field Observations in Pre-Service Music Teacher Socialization



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**Purpose:** To explore the role of K-12 music classroom observations in the socialization of pre-service music teachers enrolled in an introductory music education course

### FINDINGS

#### LITERATURE

NASM Handbook (2016): Observation and teaching experiences early and in actual school situations

Little research exists on the role and processes of classroom observations for pre-service music teachers.

Conway (2002, 2012): Participants did not value observation without context.

Powell (2011): Research examining observation methods and sequencing may be especially valuable to understanding pre-service music teachers' skill development.

#### RESEARCH QUESTIONS

In what ways, if any, do pre-service music teachers' perceptions of teaching change as a result of completing multiple classroom observations over the course of a semester?

In what ways, if any, do pre-service music teachers' perceptions of student behaviors (in the context of a music classroom) change as a result of completing multiple classroom observations over the course of a semester?

What do pre-service music teachers find most valuable about classroom observations required for the course?  
And, conversely, least valuable?

#### METHODOLOGY

Particularistic Case Study (Merriam, 1998)  
Phenomenological Framework (Patton, 2002)  
*Methodology follows Hourigan (2009) & Powell (2011).*

#### VARIED OBSERVATION METHODS

Participant Observers  
Non-Participant Observers

#### OBSERVATION COMPONENT DESIGN

Guiding Questions/Emergent Experience  
Observing Outside of "Specialization"

#### EVOLVING PERSPECTIVES OF CLASSROOM MANAGEMENT

"I totally take back what I said!"

#### ENVISIONING SELF-AS-TEACHER

"I feel like a real adult thinking from the teacher's standpoint and not as a student. ...like, 'Oh, I could actually see myself doing this.'"

#### IDENTIFYING PROFESSIONAL VALUE

"...to actually get into a class setting & start thinking about whether or not different settings will work best for us & start putting context to the things we're learning at school."