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**“I’m supposed to enjoy teaching, but I just dread this”:
Preservice teachers’ reflections on field experience teaching episodes**

By

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Abstract

The purpose of this research was to examine preservice teachers’ journal reflections that were associated with school-based teaching episodes in an instrumental music education methods course. The specific research questions associated with this study included (a) What topics do preservice teachers choose to discuss in their semi-weekly journals and (b) Which topics are discussed most frequently? Over the course of 6 weeks, seven preservice music teachers submitted 72 journal entries that were based on an open-ended, non-directional prompt. Through a content analysis design, journal entries were examined for meaningful statements and trends. Findings included four broad categories, which encompassed the internal, interpersonal, pedagogical, and environmental issues that preservice teachers addressed in their journals. Revelations about teaching, positive interactions with students, rehearsal techniques, and distracting climates were common references.

Keywords: content analysis, field experience, preservice music teachers, reflection journals, school-university partnerships, teacher education

A common objective in music teacher preparation programs is fostering reflective practice among preservice teachers (Baumgartner, 2011; Conkling, 2003). Such reflection can help create effective teachers (Polk, 2006), connections between theory and practice (Burton & Greher, 2007; Powell, 2010), and notions of appropriate teaching traits (Berg & Miksza, 2010; Schmidt, 1998). School-university partnerships and other field experience opportunities are often some of the most direct ways for preservice music teachers to engage in the reflective process. During field experience teaching episodes, preservice teachers are tasked with accessing, assimilating, and implementing various strands of university coursework into their teaching, such as lesson planning, teacher persona, rehearsal strategies, and critical thinking. Through these transformative events, novice teachers typically learn to adjust their worldviews and perspectives regarding music teaching and learning, as well as its place within the educational system (Baumgartner, 2011; Conkling, 2003). Promoting self-reflections on teaching episodes might be one way for preservice teachers to voice their successes, concerns, and questions about the teaching process, and their roles as future music educators.

Reflection journals have been one such tool for capturing preservice teachers' experiences in the field (Baumgartner, 2011; Campbell & Brummett, 2007; Conkling, 2003; Conway, 1997; Lindroth, 2014; Siebenaler, 2005). Journals are often an experiential yet required component found in university methods courses that incorporate observations and teaching in school-based settings, such as professional development schools (Abdal-Haqq, 1989; Conkling, 2007). Through documenting and reflecting purposefully on teaching episodes, preservice teachers are given a platform for deconstructing their own teaching as well as the learning processes of their students, and, in turn, can approach future teaching episodes with heightened foresight and problem solving skills. As Lindroth (2014) explained, "Purposeful reflection

reduces random decision-making and allows an individual to make choices by carefully examining information gathered from various experiences, resulting in purposeful thinking” (p. 1).

Reflection journals also have the potential to assist preservice teachers in reaching more sophisticated levels of self-awareness. Moore (2003) found that student journal entries indicated a shift away from educational theory and toward classroom-centered concerns, such as lesson planning and classroom management. Similarly, Beeth and Adadan (2006) reported that preservice teacher journal entries revealed a rapid shift of focus away from themselves and onto their students. In addition, Bullough (1991) found that journaling was useful in cultivating teacher identity among preservice teachers. As student-centered, constructivist tools used in university coursework (Baumgartner, 2011; Moore, 2003), journals can be useful in helping novice teachers to work through field experience teaching episodes and to create solutions for future teaching.

Journaling practices as a whole are not without challenges, however. Research has indicated that it can be difficult for students to implement learning objectives derived from lesson plan reflection, and that students experience anxiety over providing clear instructions and maintaining classroom management (Tarnowski, 1997). Preservice teachers also can vary in the ways they view events in the classroom as well as how they sort out their own experiences (Baumgartner, 2011; Conkling, 2003; Grant, 2001). Furthermore, despite their potential for rich data, participant journals can be an inconsistent data source (Conway, 1997), because the degree of contribution can vary among participants, as Conway and Hodgman (2008) found. Due to lack of time, will, memory, or investment, participants may be unpredictable with regard to journal entry submissions, which can impact the depth of data that can be obtained. When coupled with

methods courses, the process of assessing journals can be an ongoing consideration for teacher educators (Lee, 2005). In order to alleviate obstacles of irregularity and superficiality in reflective journaling, Knapp (2012) recommended that teacher educators mentor students in reflective practices, rather than assuming students know how to use journals effectively.

Often, researchers and teacher educators create guided reflection prompts for preservice teachers as a support structure for eliciting meaningful reflection, as featured in Siebenaler (2005) and Baumgartner (2011). Structured prompts can stimulate critical thinking, naturalize pedagogical thought processes, and engender transfer to future teaching, the latter of which can be difficult without reflection (Silcox, 1995). Journals also have been considered a form of action research (Bullough, 1991), and can be used as a way to gauge the depth of understanding surrounding pedagogical events that unfold in classrooms. Given that most preservice teachers hold varying perspectives with regard to their own experiences in the field (Conkling, 2003; Grant, 2001), it is logical to consider that journals, in some way, might reveal diverse and intriguing perceptions along a continuum. Field experience teaching episodes might take on new meaning when preservice music teachers are responsible for preparing music, planning instruction, teaching the content, and then critically reflecting on that instruction. Of particular interest to the current study are the ways in which preservice music teachers might respond to a single, open-ended prompt, rather than multiple reflective prompts that guide thinking and target specific classroom events.

This study represents the fourth and final installment in a series of articles designed to examine the contextual and collaborative underpinnings of a set of school-university partnerships. Previous studies on these specific partnerships have featured various methodological approaches in an attempt to construct a holistic view of the collaborations,

including the sociological nature of school-university partnerships (Kruse, 2011b), the rewards and challenges of partnerships as cited by preservice and in-service stakeholders (Kruse, 2011a), and the assessment of partnerships as cited by middle school and high school band students (Kruse, 2012). The present study returns to preservice teachers' worldviews about field experience teaching episodes and includes a methodology that has not been used in the aforementioned series of articles. In this research, a content analysis of student reflection journals was conducted to identify and follow trends in the content that students chose to address in their entries. The specific research questions associated with this study included (a) What topics do preservice teachers choose to discuss in their semi-weekly journals and (b) Which topics are discussed most frequently?

Method

Context

This research centered on journal entries that were associated with school-based teaching episodes in an instrumental music education methods course at a large southern university. The course was designed for college seniors who were about to enter student teaching and acquainted preservice music teachers with rehearsal objectives, instructional techniques, and materials specific to middle school bands. Site-based teaching episodes in two separate school districts were folded into the curriculum so that students could benefit from hands-on experience with middle school and early high school instrumentalists. These teaching episodes, which typically lasted between 5 and 20 minutes twice per week, included lessons that focused on a combination of concert band music, marching band music, sight-reading, and method book examples. Self-evaluation and reflection were integral components of the course, as students maintained field experience journals that they submitted between teaching cycles.

Participants

Participants included seven preservice music teachers, who were senior music education majors at the time of this study. These students represented 38% of the entire course enrollment, since not every student in the class opted to participate in this research. During previous semesters, all students submitted bi-weekly journals as part of the course requirements. Due to the voluntary nature of this research, however, only those students who participated in the study were expected to submit journal entries, although these were not assessed as in previous semesters and were used solely as research data. This helped alleviate, in part, the complexities related to teacher-student power differentials and graded assignments. Non-participants enrolled in the course did not submit reflection journals.

Participants included four female students and three male students, representing woodwind, brass, and percussion players. Prior to this course, each student had completed a full complement of undergraduate coursework leading to teacher certification. Thus, it was assumed that participants had some level of teaching proficiency from skills acquired during instrumental technique classes, music education methods courses, and conducting labs. This particular instrumental methods course served as the students' final methods class before student teaching, which, for the participants in this research, occurred the semester following the completion of this study.

Design and Procedures

This research took place during the span of one semester and was based on a content analysis design (Neuendorf, 2002). Content analysis has the flexibility to both quantify and qualify communications, and to generate findings within a given context (2002). Because all data sources in the current study were students' written communications, a content analysis design

was deemed an appropriate method for examining these artifacts. This study also incorporated the type of teaching journals as described by Lee (2008), who sought to categorize journal entries that captured preservice teachers' thoughts and responses during teaching episodes.

Over the course of 6 weeks and 12 school-based teaching episodes, the seven participating students submitted 72 journal entries, which were based on the following sole prompt: *Describe your site-based experience today*. An open-ended, non-directional prompt was selected so that students could exercise autonomy in reflecting on and responding to their 12 individual teaching episodes, and to reduce the possibility of imposed responses due to specific journal cues that targeted certain classroom events (e.g., rehearsal techniques, classroom management, lesson planning, student engagement, transfer). Of particular interest were the ways in which preservice teachers would reflect on their teaching episodes without guidance. Due to submission rate mortality, 12 journal entries were not submitted; thus, the expected number of 84 journals was reduced to 72.

The researcher analyzed 72 journal entries for frequent and meaningful statements (Neuendorf, 2002) and grouped them into categories according to the two research questions. A researcher-constructed tally grid was used to identify, calculate, and classify journal accounts. The sum of each topic mentioned was analyzed within the overall journal content, and the integrity of the categorizations and classifications of content items were maintained through peer reviewed, intercoder reliability, which, according to Neuendorf (2002), is a chief factor in protecting the reliability—but not necessarily the validity—of content analysis. As Neuendorf noted, “given that a goal of content analysis is to identify and record relatively objective (or at least intersubjective) characteristics of messages, reliability is paramount” (p. 141). Through peer analysis of the initial findings, a faculty expert in music teacher education suggested minor

alterations for repositioning and renaming data codes, and the findings were rearranged accordingly. The validity of the findings was verified through an additional round of peer review. While it may not be possible to construct generalizable results from exploring the self-reported experiences of only seven individuals, findings might reveal, in part, additional perceptions related to field experience teaching.

Findings

Based on the analyzed journal data, 28 codes emerged and were sorted further into four broad categories: *Internal References* (11 codes), *Interpersonal References* (4 codes), *Pedagogical References* (9 codes), and *Environmental References* (4 codes). The aforementioned categories and codes are described below, including the frequencies and percentages of each topic mentioned. It is important to note that these groupings are not entirely discrete, and that there is some overlap with regard to shared characteristics among topics. The accompanying journal excerpts that follow are included as supporting material only and may not represent the full meaning of the participants' words; the level of qualitative analysis required to reveal such meaning is beyond the scope of this study.

Internal References

Table 1 reflects the most predominant category found among the 72 journal entries, which included numerous aspects related to *Internal References* while teaching. In general, these reflections centered on students' inner efforts and epiphanies during teaching episodes, including issues of self-doubt and inner conflict on one end, and growth and heightened confidence on the other. Just as one frustrated student wrote after his second "disastrous" rehearsal, "I'm supposed to enjoy teaching, but I just dread this," another student wrote, "I'm really doing this!"

In various ways, all students described “aha” revelations that surrounded teaching episodes. Actualizations included the need to be clearer when giving instructions, using a louder voice, making better eye contact, and realizing that “lesson plans can crumble,” despite one’s level of preparation. As one student acknowledged, “I am starting to figure out through these teaching experiences how important it is to be clear and specific while teaching.” Personal revelations also included contradictory yet complementary statements regarding general teaching comfort as well as extreme nervousness.

To a lesser degree, preservice teachers compared themselves to their peers, generally noting how their peers were either better or worse than they were. One student revealed that she was “jealous” of another student’s easy-going, natural rapport with the band students and wanted desperately to appear that way herself, while another student questioned his peers’ handling of a rehearsal segment that did not go as planned. In sentimental fashion, three preservice teachers divulged that they had become attached to the middle school students and were sad to leave the placement. Additionally, several students claimed that through site-based teaching, they had become more aware of their mannerisms and demeanor, and how those elements impacted their teaching. As one student wrote:

I feel like everything that I’ve learned this week, and what I need to focus on for next week, can be summed up as my change of roles. I am still a student, but I need to act like a teacher. I am not quite there yet, but I definitely need to be, and soon. When I assume the role of student while teaching, my lesson plan falls short, and I fail to keep classroom focus. When I assume the role of teacher, the students focus better, and they are set up to actually learn. I need to work on being the teacher at all times.

Table 1

Internal References

<u>Condition</u>	<u>Frequency</u>	<u>%</u>
Revelations	26	24%
Comfort	17	16%
Nervousness	16	15%
Comparison to peers	14	13%
Reflections	10	9%
Improvement	8	7%
Determination	6	6%
Confidence	3	3%
Self-awareness	3	3%
Sadness at closure	3	3%
Leadership	2	1%

Interpersonal References

The second category among journal responses dealt with *Interpersonal References*, which centered on preservice teachers' interactions with school band students. Journal entries indicated that interpersonal skills were paramount in reinforcing the internal notions mentioned above, because it was only through the act of teaching that many internal mechanisms could be acted out externally, in the classroom. Each of the student conductors reported being surprised by amiable interactions with school students, citing that building a rapport with band members was particularly important to them. They also were astounded by students' nurturing and supportive personas, which softened their view of the teacher-student power structure. As one student remarked,

I was playing saxophone as my secondary instrument, and the student sitting next to me had no problem sharing his music and reminding us of fingerings. It seemed like he was proud to show us that he knew what he was doing.

Only three students explicitly mentioned observing—in a purposeful manner—various events as they unfolded during rehearsals. One student wrote that as she watched her peers teaching, she “saw that the students were focused on the teachers and the music,” and surmised that this might have “something to do with the music being harder than the previous week.” She

concluded with, “It seemed like the students were asking more questions than before, which makes me think they are comfortable with us.” The notion of positive and productive teacher-student relationships became qualified realities in these moments. Table 2 lists the interpersonal references discussed in students’ journals.

Table 2

Interpersonal References

<u>Association</u>	<u>Frequency</u>	<u>%</u>
Positive interactions with students	23	66%
Student warmth	5	14%
Reinforcement/retention	4	11%
Observations	3	9%

Pedagogical References

Table 3 below shows the *Pedagogical References* that preservice teachers included in their journal entries. These pedagogical issues became the cornerstones of discussions as to how they believed each of their rehearsals unfolded from a teaching standpoint. Rehearsal techniques, lessons plans, verbal communication, and conducting gestures were mentioned frequently as something to “fix for next time,” and incorporated references such as rehearsal strategies, pacing, whole-part-whole teaching, and clarity of verbal and gestural instructions. One student lamented her physiological response to a lesson that did not go as intended. This may be one example that demonstrates the overlapping, intricate relationship between pedagogical references and the internal references discussed earlier:

I had made a lesson plan for today, but while I was teaching I forgot what I had planned to do. In the moment, I got a little flustered and I felt like I didn’t know what to work on next. For next time, I would like to try and stay calmer.

Echoes of content learned in previous university coursework were sprinkled throughout journal passages, especially with regard to selecting appropriate rehearsal strategies and establishing a unified teacher presence through matched verbal and non-verbal communication.

Student conductors faced both frustration and success in verbalizing instructions and then transferring those expectations to clear conducting (e.g., entrances, releases, style, dynamics, togetherness). For the majority of students, this led to lessons that were “derailed,” but when students’ verbal-nonverbal communication worked in tandem, their teaching segments were spared from derailment. Other pedagogical topics included students’ ability to detect rhythmic and tonal errors, relate concepts explicitly throughout and across rehearsals, hone classroom management, and model passages on their primary or secondary instruments.

Table 3

Pedagogical References

Skills/Abilities	Frequency	%
Rehearsal techniques	16	23%
Lesson plans	13	19%
Communication (verbal)	11	16%
Conducting (non-verbal)	10	14%
Error detection	6	8%
Derailment	5	7%
Concepts	4	6%
Classroom management	3	4%
Modeling	3	3%

Environmental References

The fourth and final category had to do with *Environmental References* that, according to preservice teachers, impacted their perceived sense of success and focus during teaching episodes. Numerous journal entries addressed distractions within the band room itself or the school at large, such as interruptions from PA announcements and ringing phones to commotions due to class pictures, pep assemblies, and homecoming spirit days. One student wrote:

The students were very talkative and excited today. It is homecoming week and they were dressed up as superheroes. This experience gave us a look at how our students might be distracted when we are teachers. I think it was a little harder for my classmates to maintain the attention of the students while they were teaching because of all the distraction.

Another student shared a similar experience, along with a solution for modifying her own teaching:

The kids seemed to be distracted today since they had a dress-up day for Drug-Free Week. They were very talkative. When I did my lesson, I tried to keep them playing as much as I could so they would not have time to talk.

Still, there were positive comments regarding classroom interruptions, in that those moments helped sharpen the improvisatory nature of their teaching. As one preservice teacher put it, “I like being able to experience situations like this. It’s just another reminder about how important it is to be flexible with your lesson plans.”

On occasion, the cooperating teachers served as distractors for the preservice teachers, when they sensed that the student-led rehearsals needed to be redirected. These moments occurred when the band was either not improving, deteriorating musically, or was being rehearsed in a manner that, according to students, had stalled pedagogically. In these instances, the cooperating teachers interjected with suggestions to assist the preservice teachers and to help rehearsal segments end successfully. A lesser environmental reference included repertoire that preservice teachers deemed too easy or too difficult, which might have affected band students’ responses to the music, and to the ways in which preservice teachers chose to structure their rehearsals and don an appropriate disposition. As one student penned, “This music is way too easy, so I’ll just have to be fun and entertaining so they don’t get bored.” A small percentage of entries addressed a complication that occurred outside of the classroom altogether: car trouble on the way to the middle school, which subsequently resulted in two students’ absence and reported personal mortification. Frequencies and percentages of environmental references are listed below in Table 4.

Table 4

Environmental References

<u>Source</u>	<u>Frequency</u>	<u>%</u>
Distracting climate	13	59%
Cooperating teacher	4	18%
Repertoire	3	14%
Car trouble	2	9%

Finally, to address the second research question, the researcher collapsed codes from each category into the topics most frequently discussed across the 72 journal entries. Consistent with the previous four tables, the most predominant themes that preservice teachers referenced in their bi-weekly journals included revelations about teaching (33%), positive interactions with students (29%), rehearsal techniques (21%), and a distracting climate (17%). A broader discussion of these findings is included below.

Discussion

The purpose of this research was to examine journal entries that were associated with school-based teaching episodes in an instrumental music education methods course. The specific research questions associated with this study included (a) What topics do preservice teachers choose to discuss in their semi-weekly journals and (b) Which topics are discussed most frequently? Descriptions of the findings from this study are discussed below, followed by implications for stakeholders who engage in school-university partnerships or other field-based teaching experiences. Generalizability of the findings is limited, however, and should be interpreted with caution. Because field experience partnerships differ widely in terms of scope and configuration, transferability of these implications to other settings is not always possible.

The first aspect of this research focused on the topics that preservice teachers chose to address in their semi-weekly journals. Overall, students wrote reflections related to internal,

interpersonal, pedagogical, and environmental issues that they experienced during their 6 weeks of site-based teaching. Internal musings tended to center on turning points that left participants with newfound understandings of teaching and student conduct, which mirrored several of the attributes that Lindroth (2014) synthesized. Entries were both dichotomous and united, in that contradictory emotions (e.g., nervousness and confidence, self-doubt and comfort) operated in tandem and ultimately resulted in what students believed to be improved teaching, which may speak to the kaleidoscopic emotions that teachers of any stage face on a daily basis. What softened this process, however, were the warm receptions by middle school band students and the interpersonal skills that were refined in the process. Band students were reported to be kind, helpful, and funny, which dispelled preservice teachers' preconceived notions about student learning, including negative assumptions about student behavior and underestimating school students' musical ability.

Preservice teachers also were forced to navigate environmental issues such as classroom interruptions and distractions, which, according to preservice teachers, dented concentration and disrupted their train of thought. Although preservice teachers' journals included several astute observations, their reflections did not indicate that they were able to make explicit connections to the kinds of modifications they wished to make in future lessons, which is akin to Silcox's (1995) and Tarnowski's (1997) notions of transfer difficulty. For example, statements such as, "I'll have to do a better job of *X* next time," were widespread, although specific steps for achieving those goals were not included consistently in journal entries. However, it is possible that students contemplated these strategies intellectually or wrote personal reminders and simply chose not to include these ideas in their journals. Furthermore, there might not have been enough time for students to enact such changes in their teaching, given their limited time on the podium.

It is possible that guided journal prompts, rather than an open-ended one, could have assisted preservice teachers in arriving at more specific conclusions.

The second aspect of this research focused on the topics that preservice teachers addressed most. The majority of responses dealt with new revelations about teaching as well as surprised reactions to positive student interactions. Preservice teachers reported on in-the-moment classroom events that altered their perceptions of teaching, as well as their role and responsibility in delivering specific, accurate, and responsive instruction. These findings align with previous research that showed preservice teachers' ability to synthesize, respond to, and become transformed by classroom teaching events (Beeth & Adadan, 2006; Moore, 2003). Rehearsal techniques were still somewhat elusive to preservice teachers, however, most likely due to the fact that these school-based teaching episodes were their first with student musicians. In fact, the student who wrote the second week of teaching, "I'm supposed to enjoy teaching, but I just dread this," submitted a journal entry two weeks later that read, "I'm enjoying teaching again. I hope I get to teach middle school during student teaching so that I can adjust to it and become even more comfortable and happy with it." Accordingly, rehearsal segments that were perceived as particularly successful or unsuccessful were attributed to self-diagnosed levels of mastery—high or low—with regard to rehearsal techniques, and were thus magnified in students' journals. These self-realizations may be catalysts that help prepare preservice teachers for the early years of teaching (Burton & Greher, 2007), and in creating effective new teachers in general (Abdal-Haqq, 1989).

Journal entries also showed a distinct pattern in attempts to align school-based teaching episodes with materials learned in university coursework (e.g., rehearsal strategies, chunking, complete teaching cycles, credible teaching personas). This process of reconciling university

coursework with real-time teaching is related to previous research that has addressed the importance of introducing students to contextual realities through collaborative partnerships with schools (Burton & Greher, 2007; Goodlad, 1991; Kruse, 2011a; Moore, 2003). Perhaps the following student's journal entry encapsulates several of the preceding discussion points into a single passage, depicting revelation, reflection, preparation, and appreciation:

I was surprised at how much trouble they had with the rhythm, and with my response. I was not prepared to work so much with the rhythm. This experience taught me not to make assumptions about what they can do. I need to have more options planned for my lesson so I can adjust to work with what they are having trouble on. I also learned through teaching today that I need to be more clear with how I am conducting. Throughout this experience, the students have made me feel welcome. I like how it does not feel like we are annoying them or taking time away from something more important.

Finally, preservice teachers were struck by the distractions and interruptions that were alive in the classroom, and reported their concerns intermittently, which is consistent with previous research (Baumgartner, 2011; Campbell & Brummett, 2007, Kruse, 2011a). Pep assemblies and spirit days typically occurred at the end of each week, and these interruptions were documented in corresponding fashion in students' journals. These moments tended to "throw" preservice teachers, because they were unable to compartmentalize distractions and felt as though they could not maintain their lessons. Similar conflicts were noted in Tarnowski (1997). Nevertheless, some students welcomed the challenge, acknowledging that this would sharpen their skills for the realities they undoubtedly would face during student teaching and beyond. As other researchers have suggested, refining teacher focus may be but one stage on the way toward effective teaching (Alexander, 2003; Polk, 2006; Powell, 2010.).

While the results of this study might contribute to an understanding of preservice teachers' capacity for reflecting on their own teaching, it is important to acknowledge the limitations associated with this research. This study incorporated a small sample of participants, reflection journals were the only data sources collected, and, similar to Conway and Hodgman

(2008), journal submission mortality became a consideration during analysis. Additionally, the sample used in this study was comprised of students who elected to participate, so there were additional perspectives from non-participating students that were unheard.

The findings in this study may not apply directly to other field experience or school-university partnership models, but they could provide insight for creating and supporting pertinent reflection mechanisms that enrich music teacher preparation programs. First, incorporating and facilitating various forms of fieldwork reflection might afford students multiple opportunities to reflect on their teaching. Written, verbal, digital, and even “reenacted” reflections could allow preservice teachers to contemplate, articulate, and process several different angles within the context of a music classroom, and to work through solutions and strategies for future teaching episodes. Second, posing a combination of both guided and unguided journal prompts during field experience might be another way to monitor preservice teachers’ level of transfer and application between teaching episodes. Moving between guided and unguided reflection formats could assist preservice teachers and faculty members alike to consider and explore more deeply the “and then what?” aspects in teaching (Atterbury, 1994, p. 8). Third, promoting fieldwork teaching as action research among preservice teachers might complement other forms of reflective practice and may help cultivate a sense of “real-time” teaching in music education methods courses. Preservice teachers who are able to adopt a dualistic teacher-researcher persona could improve decision-making skills that are grounded in observation and sound music pedagogy. Fourth, mentoring preservice teachers in reflective practice overall, as Knapp (2012) and Conway (1997) suggested, could be a prime consideration for creating a space in which music teacher educators and preservice music teachers can enact authentic and effective journaling practices. These possibilities might provide even greater

contextual relevance for preservice teachers as they refine pedagogical skills and instincts, expedite transfer between reflecting and teaching, and discover their potential as school music educators.

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