

## PMEA SMTE COVID-19 Focus Group Meeting – 6.11.2020, 10am

In attendance: Joe Cernuto, Nick Roseth, Ashley Shank, Marci Major, Brent Talbot, Kathy Melago

Each attendee shared successes and challenges with the second half of spring semester.

- Successes:
  - Some schools had smaller numbers of student teachers than usual.
  - Some were at better places in the academic year (started student teaching earlier or had different structures for field/practicum/student teaching that rendered them done or nearly done by the time the pandemic hit).
  - Teaching 1:1 instrumental lessons worked well. Provide clearances to the K-12 school and require each lesson to be recorded.
  - Some schools filled in time with professional development on things like the job search, NAFME/PMEA webinars, portfolios, teaching simulations, creating and critiquing videos, and creating resources.
  - Some outstanding collaborations with cooperating teachers who were strong mentors and formed collaborative teams with the students.
  - Some outstanding resources have come from critical-thinking about the needs of music educators and student teachers during this time:
    - West Chester: Music Service Learning (Marci Major): <https://msl.flat-books.com/>
      - Service for schools, nursing homes, churches, etc.
      - Over 100 projects completed from around the world
        - Ex. Tutoring students, creating virtual ensembles, giving feedback on student compositions & recording them, etc.
    - Gettysburg: Curated Resources (Brent Talbot): <http://www.findingmusicresources.com/>
      - Curated collections of resources organized by topic that came out of the overwhelming sharing of resources on social media and the Internet after COVID-19 began:
        - Ex. Digital Workstations, Special Learners, Theory, Ensembles, Administration, etc.
      - Includes Anti-Racist Pedagogy section
      - Created a virtual “instrument petting zoo.”
- Challenges:
  - Some field/practicum students and/or student teachers were very upset about the move to remote learning and did not have the SEL skills to process the changes in a healthy and positive manner.
  - Will PDE be okay with how we handled the end of the semester?
  - Worries about student mental health and stability when they had to return to their homes.

Concerns/Issues that need to be addressed:

- Every school district is vastly different in how they are handling online/remote teaching. That makes placing students in those districts and/or in certain buildings difficult because we cannot guarantee sufficient placements if K-12 schools move online. Placements that work well in-person do not always work well remotely and there is no way of knowing that ahead of time.
- School districts are extremely reticent to commit to student teachers or field/practicum students for fall. Colleges are having major issues arranging placements. What if we cannot place students?
- Even if colleges are back to campus face-to-face, will the students feel comfortable going out into the public schools? If they do not feel comfortable, what options do they have?
- Will the colleges allow students to have interaction on a regular basis in public schools while also coming to campus?
- What responsibilities do we have with going in and out of schools – for us and for our students? PPE, temperature-checks? Who is responsible?
- What can we do to help students who are totally ready to give up on teaching because of online teaching, especially if they will make great teachers? How can we keep them in our programs?
- It is possible that research will show that band is “safe” but choir is “not safe.” Should we keep that in mind for field/practicum placements? What will this mean for districts?
- If districts cut or limit music programs, how will that impact matriculation into music education programs in college? What will the long-term impacts be on the profession?

PDE-Specific questions:

- What will PDE consider “enough” in terms of field/practicum or student teaching “hours?” Can we focus more on competencies? Can we have in writing that PDE will be flexible with these requirements for students completing their education programs during this pandemic?
  - Can Field 1 (observation) occur through videos?
  - Can we reduce requirements for Field 3 hours?
    - Difficulty locating placements
    - Field students might not feel safe entering the schools
    - Colleges might not feel safe having students also interacting in the schools
    - Alternate ways to meet competencies
- What are the essential things PDE will not allow us to “sacrifice” in our programs? Where is there “wiggle room” to be flexible? Are we able to suspend any requirements?
- Teacher-preparation programs in higher education need flexibility and we have not asked for that before. In this moment, we all, including PDE, need to adjust.

Toolbox Items:

- For K-12:

- Resources from Gettysburg (see above)
- Music Service Learning (see above)
- For Higher Education (already created – just need to post):
  - Curated YouTube Channel of videos to use for classroom observations (Gettysburg).
  - Music Service Learning (West Chester)
    - Opportunities for students to engage in “field-like” activities, which may count as field or student teaching hours.
  - 2020 Vision Podcast (West Chester)
    - First-year teachers contributing brief snippets of real-life thoughts as they experience uncertainties, panic, and the like as new teachers. Clips will become a podcast but they are also responded to with mentoring.
- For Higher Education (need to create/curate):
  - List of K-12 music educators who will be teaching synchronous online music classes and would be interested in hosting field/practicum students.
    - This helps pre-service music educators with developing rapport and feeling more connection with the students.
  - List of K-12 music educators who will be teaching asynchronous music classes and would be interested in hosting field/practicum students.
  - Resources for Anxiety & Mental Health
    - Mindfulness and relaxation (Joe Cernuto will work on this)
      - Possibly a session for student teachers in late July/early August
    - Compiled list with contributions from anyone of concerns students might have about being school during this time (Nick Roseth will start this)
      - Ex. Routines that will change on campus, social contract, if some peers are not taking the precautions seriously, gatherings, recreation, wearing a mask, staying focused and getting work done from home/remote locations, etc.