

Name:	Certification / Content area:
Juan Pena	Music

Stronge's Qualities of Effective Educators (**TIU4**)

The Effective Teacher as a Person...

Areas where I GLOW:	Areas for me to GROW:
Musicianship, Calmness, Kindness	Classroom Management through effective transitions and setup. Curriculum structure through folk songs and varied instruments.

Psychology 101 Review (**TIU6**)

Theorists	Brief Description	Theorists associated
Behaviorism	Behaviorism focuses on what you can see—your actions. It says that learning happens when you get rewards for good behavior or face consequences for bad behavior.	Ivan Pavlov B. F. Skinner Albert Bandura
Cognitivism	Cognitivism is about how our mind works when we learn. It studies how we think, remember, and solve problems to understand new ideas.	Jean Piaget, Jerome Bruner, and George Miller
Constructivists	Constructivism believes that we learn by connecting new information to what we already know. It suggests that learning happens best when we are actively involved and explore ideas for ourselves.	Jean Piaget and Lev Vygotsky

Humanism	Humanism emphasizes personal growth and the whole person in learning. It encourages a supportive environment where your feelings and interests help guide your learning journey.	Abraham Maslow and Carl Rogers
-----------------	--	--------------------------------

Stages of Development (**TIU7**)

	Social-Emotional	Physical	Mental	Characteristics / Implications for Learning
2 - 4 yr olds	<ul style="list-style-type: none"> Becomes competitive and doesn't want to lose Develops an understanding of rules, but still finds taking turns difficult 	<ul style="list-style-type: none"> May be ready to learn to ride a bike by 4-5 Cuts on the line with scissors 	<ul style="list-style-type: none"> Learn their letters, counting, and colors. 	<ul style="list-style-type: none"> Fear of dark and injury
5 - 8 yr olds	<ul style="list-style-type: none"> Self Centered 	The growth rate slows down	<p>They begin to think logically about their behavior</p>	<p>Learn best if physically active.</p> <p>Are wrapped up in self.</p>
9 - 11 yr olds	<p>Peer groups are more important.</p> <p>They want more independence</p>	The range of height and weight widens	<p>Children develop a sense of morals based on what they learned by adults.</p>	<p>Emphasize active learning experiences.</p>
12 - 14 yr olds	<p>Leadership experiences in clubs and groups are valuable at this stage.</p>	Adolescence is a period of rapid growth and physical change	<p>Having moved from concrete to abstract thinking, adolescents enjoy cognitive activities.</p>	<p>Encourage learning experiences related to understanding oneself and getting along with others.</p>

15 - 18 yr olds	Transition period—teenagers detach themselves from their parents	Coordination and strength increase;	Intense questioning and uncertainty	Put more emphasis on personal development (mental and social) wherever possible.
------------------------	--	-------------------------------------	-------------------------------------	--

TEACH Vocabulary (SS6)

	Name of Strategy	Describe how to use in my content
Strategy 1	Repetitive exposure to words.	Use proper language to refer to musical concepts.
Strategy 2	Learning vocabulary words before reading the text.	Sound before sight when learning a new musical concept.
Strategy 3	Indirect learning of vocabulary, for example, using vocabulary words in numerous different contexts	New solfege syllables are repeated in difference songs.
Strategy 4	Learning vocabulary in both written text and oral speech.	Incorporate aural, visual, and kinesthetic modalities for new vocabulary.

DIFFERENTIATE the Instruction (SS7)

	Name of Strategy	Describe how to use in my content
Strategy 1	Tiered Instructions	Use mixed level music for students.
Strategy 2	Anchoring Activities	Students may enhance understanding of repertoire during solo work for a few minutes.
Strategy 3	Flexible grouping	Teacher music with at least two parts preferably three: Melody, Harmony, Bass. Then teach the students all parts with time, so that they may create different groups to perform the parts together.
Strategy 4	Compacting Curriculum	Use visual, aural, and kinesthetics modalities for all new vocabulary.

GROUPING Strategies (SS8)

	Name of Strategy	Describe how to use in my content
Strategy 1	Cooperative Grouping	Students are in groups of 3-5 working on combining melody, harmony, and bass of a shared musical repertoire.
Strategy 2	Graphic Organizers	Musical Staff with movable Note Heads.

BLOOM's Verbs and Technology - for QUESTIONING (SS9)

(lower levels)	5 Bloom's Verbs	Element of Technology for this level
Remember	Define, duplicate, list, memorize, repeat, state	Quizlet, Pocket
Understand	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate	Annotate, VoiceThread
Apply	Execute, implement, solve, use, demonstrate	Google Docs, PIXLR

(higher levels)	5 Bloom's Verbs	Element of Technology for this level
Analyze	Differentiate, organize, relate, compare, contrast	Google Sheets, Airtable
Evaluate	Appraise, argue, defend, judge, select	Desmos, Padlet
Create	Design, assemble, construct, conjecture, develop	Canva, Animoto

Graphic Organizers (SS11)

	Graphic Organizer	Description of how to use
Strategy 1	Solfege Step Ladder	Musical Staff with movable Note Heads.
Strategy 2	Rhythm Notes (Magnetic)	Create rhythms on the magnetic board with the students
Strategy 3	Musical Staff with magnetic note heads	Create movable melodies on the board with the students

Similarities and Differences (SS12)

	Strategy	Description of how to use
Strategy 1	T Chart	Rank'em
Strategy 2	Venn Diagram	Students compare two topics with an overlapping chart of two circles.

Summarizing and Notetaking (SS13)

	Strategy	Description of how to use
Strategy 1	3-2-1 Summary	Graffiti
Strategy 2	One Sentence Summary	Summarize the main idea of a lesson in one clear sentence.

Stronge's Qualities of Effective Educators (C10)

The Effective Teacher monitors student progress and potential by...

Areas where I GLOW:	Areas for me to GROW:
<p>*Build genuine relationships with the students</p> <p>*Take time to notice the students strengths and weaknesses</p> <p>*Create a positive learning environment</p>	<p>*Develop a consistent system to measure student progress across all grade levels.</p> <p>*continue reinforcing routines and procedures that improve transitions.</p>

The Effective Teacher implements instruction that...

Areas where I GLOW:	Areas for me to GROW:
<ul style="list-style-type: none">*Communicates clearly to engage students*Provides a variety of methods for learning: visual, auditory, and kinesthetic* Incorporates higher order thinking questions for deeper learning	<ul style="list-style-type: none">Provides a variety of feedback for all learners in the room during every class.

4 CKH Questions for Redirecting Misbehavior (CBM8**)**

1.	What are you doing?
2.	What are you supposed to be doing?
3.	Are you doing it?
4.	What are you going to do about it?

Stronge's Qualities of Effective Educators (CBM11**)**

The Effective Teacher establishes classroom management and organization that...

Areas where I GLOW:	Areas for me to GROW:
<ul style="list-style-type: none">*Maintains daily routines and procedures* Maintains a clean and orderly classroom* Maintains an up-to-date seating chart	<ul style="list-style-type: none">* Displays student work/projects* Has make-up work ready for absentees

Assistive Technology (E9)

List 6 types of assistive technologies that can be used in your classroom.

1. Close captioning	2. Graphic Organizers	3. Classroom Seating
4. Visual Timers	5. Word Processing Aids	6. Text to Speech

Strategies to Build Better Readers (R8)

Name the Strategy	1. Alphabet Matching	2. Word Wall	3. Audio assisted reading
Describe the Strategy	Early literary strategy for young readers.	A collection of words displayed on a wall.	Students read along with a book while listening to a recording of a fluent reader.
When / How to use	It may be used individually, small group or whole group.	During reading or after reading	During reading

Making Content Comprehensible (R9)

List 2 strategies that you can implement in your content/certification area:

1. Prepare the Lesson	1. Graphic Organizer	2. Jigsaw text reading
2. Build Background	1. Content Word Wall	2. Concept Definition Map
3. Make verbal communication understandable	1. Appropriate Speech	2. Explanation of Academic Tasks
4. Learning Strategies	1. Scaffolding Techniques	2. Mnemonics
5. Opportunities for interaction	1. Grouping Configurations	2. Cooperative Learning Activities
6. Practice and Application	1. Hands-on Materials	2. Application of Content and Language Knowledge
7. Lesson Delivery	1. Pacing	2. Language Objectives
8. Review and Assess	1. Review of Vocabulary	2. Authentic Assessment

Three professional goals for TTESS in alignment with my content area: (TL7)

1. Goal-Setting and

Professional Development - I will strengthen my use of level appropriate music for elementary music by incorporating kodaly sequence of folk songs.

2.Learning Environment - The learning environment in my classroom will have clear classroom rules and procedures as well as a positive culture.

3.Professional Practices and Responsibilities- My role will be professional and ethical

Vision of an Educator Statement (TL10)

As an educator it is my responsibility to allow students to have fun making music while working towards progress, not perfection. My approach to teaching utilizes a blend of musical pedagogies from Kodaly to Suzuki. My students will experience new musical concepts before adding labels (sound before sight).

My classroom utilizes a few different technologies, but they are mostly used as supplemental moments to music making with real instruments. One of the technologies that I use most is a seating chart app that I created called seatingchartninja.com. It is a seating chart that is created for elementary essential areas teachers and is meant to handle classroom rotations from one-multiple days. The app allows for a quick transition from one class to the next while also staying organized and updating changes. All changes are auto saved and updated to a cloud, allowing teachers to focus on instruction.

The use of this seating chart also supports behavior management and rules and procedures. My students use musical instruments and require clear rules and procedures for each new instrument that we use. Without guidance, mistreatment of instruments will occur in the classroom.

My lesson planning is always student centered. As an elementary music teacher I have the advantage of seeing students from kindergarten through 5th grade. This means that my kinder students can potentially stay with me for six years if they stay in the same campus. I can work on long term goals that span for many years due to this setup.

Overall, my goal is for students to feel safe to have fun making music while I plan their success through a level appropriate sequence of music learned. Students will play a variety of instruments from xylophone to classical guitar during their time in my classroom.

Stronge's Qualities of Effective Educators (TL11)

The Effective Teacher as a Professional...

Areas where I GLOW:

Performs assigned duties in a professional manner

Believes that all students can achieve at high levels

Maintains a positive attitude in difficult situations

Areas for me to GROW:

Maintains an up-to-date calendar