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Educator profile:

PDP term: 4 years
Month/Year Plan Submitted: June 2008
Years of educational experience: 2.5
License File Number: 698642
License Expiration Date: 6/30/12
School district: Oregon
Current educational assignment: Elementary Music Teacher
Years in current assignment: 2.5
Present Licensure Stage: Initial
Licensure Stage Sought: Professional
Professional Licensure Category: Teacher

Professional Development Plan

Step I: Self-reflection

In my first year and half of teaching it has become apparent to me that it is extremely important as an elementary general music teacher to have a never ending supply of instructional strategies to aid in the teaching of content. Students at the K-4 level need variety in instruction to keep them engaged and actively participating in lessons. Most young students have a short attention span and will quickly loose interest if an activity is too long or if similar activities (for example: aural work only) are repeated without an alternate form of instruction placed in between. Without a variety of activities that allow students to use visual, aural, and kinesthetic means, as well as direct instruction and discovery learning, many students may not learn at optimal levels. In addition, throughout my teaching I have witnessed that some students learn best through the use of a particular instructional strategy while others may grasp a concept best through the use of an alternate strategy. Therefore, in order to best serve all my students, I feel that it is important that I know and am proficient at using a variety of approaches and strategies for teaching the central concepts of my discipline. However, because of my lack of teaching experience and direct exposure to different methodological strategies, I feel that I have a small subset of strategies that I am proficient at using. I know there are many strategies and ideas out there that I would like to experience and learn how to use in my classroom. I am very interested in the Kodaly methodology because it is a child developmental approach and fits closely with my personal teaching philosophy.

Step II A. Description of School and Teaching, Administrative, or Pupil Services Situation

The Oregon School District serves a growing rural/suburban population of about 3,700 students, with approximately 1,200 in the high school, 550 in the 7-8 middle school, 525 in the 5-6

intermediate school, and 1,400 in the three PreK-4 elementary schools. Student ethnicity is primarily white, 93.7%. The current percentages of 1.6% Asian, 1.7% Black, 2.1% Hispanic, and .02 American Indian are growing, however. Students receiving free/reduced lunch represent about 6.9% of the total student population. Students with IEP's represent about 15% of the total student population.

The mission of the Oregon School District is to educate the entire student by helping them acquire the skills, knowledge, and attitudes needed to achieve their potential, to contribute to a changing society, and to be receptive to learning as a lifelong process. The mission is accomplished by delivering a high quality program through the joint efforts of students, staff, parents, and community. The Oregon School Board annually establishes system-wide goals for the District. The current District goal is to attain continuous improvement of student achievement in mathematics and literacy. This goal also addresses the following factors as they relate to our students: Competency, Culture, Character and Community. Progress toward this goal is evaluated using both quantitative (MAP and WKCE testing) and qualitative data and analysis.

The District employs a pupil services staff including school psychologists, guidance personnel, speech, hearing, and physical and occupational therapists. Students with special needs receive instruction from specially-trained teachers, and also have opportunities to participate in regular education classroom instruction. The staff includes 368 certified teachers, 15 administrators, and program directors for special education, transportation, food service, technology, reading, gifted and talented, and several educational assistants.

I have been teaching general music at Prairie View Elementary School in Oregon since January of 2007. Prairie View serves students in kindergarten through fourth grade and has an enrollment of 451 students. The mission of Prairie View Elementary School is to maintain the respectful, familial and responsible spirit of our learning community. We will educate all students, by providing a high quality program to meet their diverse needs, help them reach their highest potential, and encourage their commitment to lifelong learning. Students, staff, and families will work together to be good citizens of the school, the community and the world.

Prairie View Elementary uses a 4-day rotation schedule for the students' specials classes. As the general music teacher, I see each of the students at Prairie View, including those in the special education program, once every 4 days for a 50 minute class period. The students come to music class in a variety of class sizes, ranging from 18 - 24 students, depending on the number of students at each grade level.

Step II B. Description of Goal to be Addressed

Goal: I will research and implement instructional strategies that are used to teach the elementary music curriculum, with a special emphasis on the Kodaly method, so that I am able to improve my ability to implement numerous and varied lessons that will stimulate and engage the diverse learners in my classroom.

Step II C. Rationale for the Goal: Links to Professional Situation and Wisconsin Educator Standards

Goal: I will research and implement instructional strategies that are used to teach the elementary music curriculum, with a special emphasis on the Kodaly method, so that I am able to improve my ability to implement numerous and varied lessons that will stimulate and engage the diverse learners in my classroom.

Rationale for Your Goal and Link to Self-Reflection and Educational Situation

My self-reflection supported my need to research and learn more about a variety of instructional strategies that can be used at the elementary music level. My students at Prairie View have an array of academic needs, learning styles, and performance modes that are best accommodated through varied instruction. In addition, the developmental characteristics of my students dictate the need for many and assorted instructional methods.

As a teacher, I hope to create learning experiences that meet the developmental and individual needs of diverse learners and help each student progress toward meeting the music curriculum goals. I am particularly interested in the strategies used by the Kodaly method because it is a child-developmental approach versus one based on subject logic. I already know some strategies used in the Kodaly method because of my work with my cooperating teacher during my student teaching experience; however, there are many facets to the method and strategies that I am unfamiliar with and would like to learn.

Licensure standards:

This goal addresses the following PI34 standards

- **Teacher:** (3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- **Teacher:** (7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.

Step II D. Plan for Assessing and Documenting the Goal

Goal: I will research and implement instructional strategies that are used to teach the elementary music curriculum, with a special emphasis on the Kodaly method, so that I am able to improve my ability to implement numerous and varied lessons that will stimulate and engage the diverse learners in my classroom.

I will use formal and informal assessment of my students at each grade level to assess student progress toward the yearly objectives identified by the Kodaly method, as well as those identified by the Oregon School District Music Curriculum. I will assess my professional growth through my reflection notes, graduate credit grades, and observation notes from my principal, other music teachers, and my mentor.

Step II E. Plan to Meet the Goal: Objectives, Activities, Timeline, and Plan for Collaboration

Goal: I will research and implement instructional strategies that are used to teach the elementary music curriculum, with a special emphasis on the Kodaly method, so that I am able to improve my ability to implement numerous and varied lessons that will stimulate and engage the diverse learners in my classroom.

Objective: I will research and learn about Kodaly method instructional strategies.

Activities	Timelines	Collaboration	Completed
I will attend the first level of Kodaly certification training at Silver Lake College.	Summer 2009	Learn from world renowned Kodaly master teachers. Meet other Kodaly teachers and begin networking with them.	
I will attend the second level of Kodaly certification training at Silver Lake College.	Summer 2010	Learn from world renowned Kodaly master teachers. Meet other Kodaly teachers and begin networking with them.	
I will attend the third level of Kodaly certification training at Silver Lake College	Summer 2011	Learn from world renowned Kodaly master teachers. Meet other Kodaly teachers and begin networking with them.	
I will observe the classroom of a Kodaly master teacher.	2009-2010 School Year	Observe and take notes about the instructional strategies used in the classroom as well as interview the teacher about what they have found to be successful strategies in their classroom.	
I will attend WMEA Conference in Madison.	October 2008, 2009, 2010, 2011	Get new ideas and strategies from successful elementary music teachers	
Join OAKE (Organization of American Kodaly Educators) and read the Kodaly Envoy quarterly magazines	2008 - 2011		

Objective: I will implement Kodaly method instructional strategies in my classroom.

Activities	Timelines	Collaboration	Completed
I will develop yearly plans for kindergarten and first grade based on Kodaly method objectives.	Summer 2009	Collaborate with another teacher in the district who has completed Kodaly training	
I will develop yearly plans for second, third, and fourth grades based on Kodaly method objectives.	Summer 2010	Collaborate with another teacher in the district who has completed Kodaly training	
I will network and discuss with other Kodaly teachers my planning and teaching strategies.	At least twice a year 2009-2012	Discuss and provide feedback about my implementation methods, successes, and struggles	
I will have other music teachers in the district observe	Once a year 2008-2012	Teachers will provide me with written and verbal	

my teaching.

feedback

Objective: I will assess my students formally and informally to measure their progress.

Activities	Timelines	Collaboration	Completed
I will develop a rubric for assessing the students' achievement of the Kodaly yearly objectives.	Summer 2009		
I will use formal and informal assessment to measure students' yearly progress according to the Oregon School District Music Curriculum.	Yearly 2008 - 2012		
I will reflect monthly on my understanding of various strategies, my ability to use them in the classroom, and their success with the students (changes in student attitude, behavior, and achievement).	Monthly each year 2008 - 2012		
I will analyze my students' yearly progress and reflect on changes that need to be made in the upcoming year.	End of each school year 2008 - 2012		

Documentation of the Plan

Step III: Annual Review of the PDP

Goal: I will research and implement instructional strategies that are used to teach the elementary music curriculum, with a special emphasis on the Kodaly method, so that I am able to improve my ability to implement numerous and varied lessons that will stimulate and engage the diverse learners in my classroom.

Step IV A: Evidence of Professional Growth and the Impact of Professional Growth on Student Learning

Goal: I will research and implement instructional strategies that are used to teach the elementary music curriculum, with a special emphasis on the Kodaly method, so that I am able to improve my ability to implement numerous and varied lessons that will stimulate and engage the diverse learners in my classroom.

Step IV B: Reflection and Summary

<p>Goal: I will research and implement instructional strategies that are used to teach the elementary music curriculum, with a special emphasis on the Kodaly method, so that I am able to improve my ability to implement numerous and varied lessons that will stimulate and engage the diverse learners in my classroom.</p>	
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