

Kansas Performance Teaching Portfolio (KPTP) Example Portfolio

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KPTP Academic Integrity Policy

Academic integrity means engaging in scholarly activity that is conducted honestly and responsibly. It includes a commitment to not be involved in falsification, misrepresentation or deception in the preparation of the KPTP. The KPTP submitted must be the teacher's own work and in the teacher's own words. Teachers are expected to act with personal and professional integrity at all times.

Some Examples of Violation of Academic Integrity:

- *Plagiarism*: This means copying work (such as words, phrases, sentences, paragraphs or ideas) from someone else's writing and putting them into a KPTP, as if they were created by the teacher submitting the KPTP.
- Submitting a KPTP, or parts of a KPTP, that was prepared by a person other than the teacher candidate.
- Submitting a KPTP, or parts of a KPTP, that was previously submitted by someone else.
- Not properly citing sources used in your KPTP document (such as lesson plan format)
- Fabricating context, numerical or other data.
- Extensive *collaboration* with others in preparing the KPTP: Having someone else plan your teaching or write sections of your KPTP are unacceptable.

Any suspected violation of the Academic Integrity Policy will be brought to the attention of the institution where the candidate is enrolled.

The institution is expected to investigate the suspected violation following individual institutional policy and procedure.

Task #1 - Contextual Information & Learning Environment Factors

Narrative 1.1.1 General Contextual Information (limited to 1 page)

The school district, in which I am student teaching and will be conducting this study, is located in the Northeast portion of the state. The suburban school district is located within 60 miles of 5 collegiate level universities and 50 miles from the technology and cultural opportunities of Kansas City. This district is a center for learning for approximately 3500 students in pre-kindergarten through 12th grade. The attendance centers in this district are comprised of 4 elementary schools, a 7 and 8 middle school, and a 9 through 12 high school. Approximately 55% of the teachers in this district hold a Masters Degree or beyond in their field. The district is known for its commitment to students, teachers, and the community. The focus of this district is to provide a, "comprehensive program of instruction to meet the varied needs of all students and high standards for student performance and behavior." This district also provides transportation for all students regardless of the distance from the school.

This school district combines the benefits of a rural community in a suburban setting. Since the district is located near major cities and universities, it has many opportunities to broaden culturally, technologically, and educationally. The community has a wide range of activities available because of the two nearby lakes and the community is a huge supporter of both the fine arts and athletics. There are many business areas that offer convenient services and light industry provides some local employment. According to the district webpage, the school district is at the center of the community.

The high school of this district is comprised of 1100 students with the genders being approximately 52% male to 48% female. Approximately 23% of the students are at an economic disadvantage and approximately 23% of the student population is considered a minority. English as a second language only effects 1.5% of the high school population and only 12% of the high school population are students with disabilities. The high school has a 1.3% drop-out rate but has a 95% attendance rate as well. The high school, in this district, has over 80% of the students meeting the minimum standard on state assessments. The school has no mandated curriculum for fine arts programs but does encourage as much cross-curriculum as possible.

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Table 1.2.1. Class Contextual Information (limited to 1 page)

Grade level <u>9 through 12</u> Content area (e.g., mathematics) <u>Fine Arts (Band)</u> Topic (e.g., geometry) <u>Key Signatures</u>	
Age range of students <u>14 through 18</u> Number of male students <u>15</u>	
Total number of students <u>32</u> Number of female students <u>17</u>	
Percentage of students receiving free lunch <u>19.25%</u> Percentage of students receiving reduced lunch <u>8.5%</u>	
[if free/reduced lunch information not available for class, provide school percentages]	
Area in which students live (check all that apply) Urban _____ Suburban <u>X</u> Rural <u>X</u>	
Ethnicity of students (give numbers)	<u>2</u> African American or Black <u>1</u> Hispanic or Latino _____ Native American/Alaskan Native <u>29</u> White _____ Asian or Pacific Islander _____ Other (specify) _____
Language proficiency of students	<u>31</u> Fluent English Proficient <u>1</u> English Language Learners
Identified special needs categories represented (give numbers)	_____ Specific Learning Disability _____ Speech/Language Impaired _____ Hard of Hearing _____ Visually Impaired _____ Deaf _____ Orthopedically Impaired _____ Deaf-Blind _____ Emotionally Disturbed _____ Other Health Impaired <u>1</u> Autism _____ Multiple Disabilities _____ Mental Retardation _____ Brain Injury <u>1</u> Gifted _____ Established Medical Disability (0-5 yrs) _____ Developmentally Delayed <u>2</u> At risk for developmental disabilities <u>2</u> Other (Specify) <u>Behavior Disorder</u>
Subgroup Selected (describe the group) : My sub group selection will be the boys from the class. This sub group is made of 15 males with a nice diversity of instruments thus giving another aspect to study. The sub group is made up of 2 African Americans and 13 White Americans. This group also has 1 student on an IEP for autism, 1 student on an IEP for a behavior disorder, 1 student with behavior issues but not diagnosed and 1 musically gifted student. Rational: The group I will be working with is the second band at the high school. The gentlemen in the class seem to not pay attention as much and typically have a lackadaisical attitude towards their musical studies.	

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Table 1.2.2 Student Characteristics and Implications for Instruction (limited to 1 page)

Student Characteristics	Specific Descriptions Indicate whether this was for the Whole Class (W) and Subgroup (S)	Specific Implications For Instruction Whole Class (W) and Subgroup (S)
Intellectual Characteristics - Including readiness, cognitive abilities, learning needs, developmental levels, etc.	W. Developmentally at the right place, a few with behavior issues (not IEP), all are musically intelligent. Multiple times to grasp a concept for some. S. 1 IEP for a Behavior Disorder, 1 IEP for Autism Spectrum Disorder, takes multiple times to grasp a concept, lack focus	W. Normal teaching for most, many repetitions of the same information, present information in different ways S. Present information in many ways, repetition of the same information, Multiple activities/tasks for engagement, graphic organizers
Previously demonstrated academic performance/ability: % Above standard _____ % Meets standard _____ % Below standard _____	W READING - % above <u>79.1%</u> ; % meets <u>25%</u> ; % below <u>16.6%</u> MATH- % above <u>37.5%</u> ; % meets <u>41.6%</u> ; % below <u>20.8%</u> S READING- % above <u>54.5%</u> ; % meets <u>27.3%</u> ; % below <u>18.2%</u> MATH- % above <u>18.2%</u> ; % meets <u>45.5%</u> ; % below <u>36.3%</u>	W As a class, it is obvious that they struggle with math more so than reading. I will attempt to gear more of my lessons to the reading aspect. This will improve their success. However, I also need to find ways for them to improve their mathematical skill set. S This information shows a more drastic form of the previously mentioned.
Social Characteristics - Including emotional, attitudinal, motivational, etc.	W. They get along well with others. Need positive motivation for success, must be fun environment, not as serious players, personally unmotivated at times S. get along well with others, excessive talking, positive motivation, must be fun, don't want to work as hard	W&S. lessons need to be fun and engaging, lessons need to be successful for the students, motivate positively, try and inspire seriousness in their music.
Personal Characteristics - Including physical, social, individual experiences, talents, language, culture, family and community values, etc.	W. English speakers, rural community values, talented but unmotivated musicians, mixed family backgrounds, mixed cultural experiences. S. a few with difficult family backgrounds-mostly lacking parental support, talented musicians, more behavior issues with subgroup.	W. keep their values in mind, positive reinforcement S. Give more positive reinforcement, support them in their studies, express interest in them, myriad of tasks to do to keep them busy.

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Table 1.3.1 Focus Students Information (limited to 1 page)

	Describe this student using information from Table 1.2.1	Why did you select this student?	What did you find out about this student? Address characteristics from Table 1.2.2	Based on this information, what are implications for this student's instruction?
STUDENT A	Grade: Freshman Male Age 15 White Fluent English Autism Spectrum Disorder (Aspergers)	Hard worker, has music potential, smart kid but needs help, he likes music and shows talent	Intellectual –ready and eager to learn, high functioning, understands well, needs repetition, only reads Bass Cleff Social - shy, good attitude, disappointed easily, needs support, happy most of the time, hard on himself Personal - English speaking, wears glasses, shows talent	Graphic organizers, schedules, extra tutoring help, maybe a peer buddy, repetition, things will need to be presented in Bass cleff
STUDENT B	Senior Male 17 White Fluent English Musically Gifted	Extremely hard worker, tons of music potential, Enjoys to help, learns quickly	Intellectual – developmentally fine, enjoys band, loves music and excels at it, learns quickly, follows directions Social – Somewhat talkative, very self motivated, many friends, great attitude, natural leader and helper Personal - English speaking, suburban upbringing, very musically gifted/talented, studies hard, self motivated, and motivates others.	Use the student to help demonstrate or teach, further the students progress beyond the major keys, provide more challenging work for the student to do

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Narrative 1.4.1 Classroom Learning Environment Implications (limited to 2 pages)

WHOLE CLASS:

There are many strategies to implement in order to have a successful and positive learning environment. From the data I have collected through observation, the entire class needs things repeated several times. Sometimes this is due to not listening and other times it is in need for understanding. Repetition may be pivotal for many of the students in this band class. Self motivation is one of the most important types of motivation to have and is often one of the hardest to do/receive. I believe that self motivation can begin by having success at what you are doing. Therefore, there needs to be success from everyone within the first lesson. This will hopefully keep the students wanting to learn and begin the self motivation process. In order to have better classroom behavior and a more positive classroom, a new seating chart will have to be developed. The class is too spread out and in a huge room. Rearranging seats and bringing everyone closer to the front will help with some of the attention problems and possibly some of the behavior problems. Most importantly with this class is to make sure they are still enjoying what they are doing. Most of them are there because they love music and enjoy playing their instruments. Playing, by itself, is a positive reward for the students. The students must stay engaged to keep a positive atmosphere. This means that each lesson of mine will have to be something new, exciting, and a different way to look at the same type of information.

SUB GROUP:

Many of my strategies for my sub group of males will match the strategies of the whole group. Moving the seating arrangement should greatly improve the behavior issues happening among the male students of the classroom. This is due to the fact that most of the males sit towards the back of the class. This will hopefully improve the lack of focus issue with the male students as well. The lessons must be fun, engaging, and positive. Group work or group projects might be a great way to focus talkativeness of the sub group into a constructive outlet and help with the overall positive relationship development of the group. Tests and quizzes are the old ways to aid in self motivation but there are new ways to learn self motivation. Part of this self motivation comes from accomplishment during a transfer of the material to a different musical piece. Another way to self motivate is to have them identify another way to transfer the information they just learned.

FOCUS STUDENTS:

Some of my strategies will stay the same while others will be different. Changing the seating chart will help the entire class but will ultimately help student A more than student B.

Student A has a mild form of Autism and will require extra help with understanding some of the material. This will be done through the use of graphic organizers, charts, schedules, and extra tutoring if need be. This student will also require a great deal of positive reinforcement and it is vital that this student be successful his first couple of times on this material. This student also only reads one type of clef. Therefore, a lot of information will be presented to him in that specific clef. Since this student gets disappointed

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easy, it is a necessity to have him participate to his fullest extent. It is more than just learning the material with this student. After the material is learned, he will then need help transferring it to his other music. Beyond the music situation, I would like to help this student have a more positive experience in the music program. I would like to see him gain more respect from his peers.

Student B will need to be approached differently from student A. Student B understands and really enjoys music and therefore won't need as much, if any, help learning the material as student A. Since he may not need any help learning the material, he may be used to help other students, including student A, learn the material. On top of this extra responsibility, student B will be attempting to learn the minor keys as well as the major keys. This will hopefully further Student B's musical education and use his talent in music to help others.

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Task #2 - Designing Instruction

Table 2.1.1 Grade Level, Content, Topic, and Rationale (limited to 1 page)

Category	Description
Grade Level	9 th grade through 12 th grade. This class is a mixture of mainly freshman and sophomores with a few upper classman thrown in the mix.
Content Area	Fine Arts (Music—Band)
Unit Topic	Identifying Major Keys and Key Signatures
State Standards Addressed (written format)	This Unit focuses on a basic aspect of Standard 5, Reading and Notating Music. It focuses primarily around benchmark 2 of the Kansas State Music Standards. In theory, the students should have already learned this aspect of music, however, I believe they have not fully grasped or understand the concept of key signatures.
Average Lesson Time	10 minutes
Why did you select this unit topic?	I selected this unit topic because the students of the class were having troubles with their key signatures. The students were having troubles playing in the correct key and after a little research, it was clear the students didn't know much about key signatures or major keys.
How does this unit address state curriculum standards?	This class is an elective at my school. I know that my school requires a performing arts credit to graduate. Concert band fills that requirement. This unit addresses the state curriculum standard by providing an elective and by providing some form of fine art education.
Why is this unit appropriate at this time?	Since the students are in high school, this topic is of an appropriate developmental level. The students will also improve musically when they learn how to read key signatures, understand why we have them, and know what key they are playing in. As the students' musical knowledge increases, so will the difficulty of repertoire. It would have been ideal for them to know this material already and therefore the students are actually catching up to where they should be.

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Table 2.2.1 Unit Design Table (limited to 4 pages)

Obj. No.	Unit Objectives				Level(s) (e.g. Bloom's Taxonomy)
1	Students will verbally or through writing explain the purpose of key signatures and why we have them in music.				Knowledge, comprehension, some application
2	Students will verbally or through writing, identify the flat major key signatures				Knowledge, comprehension, application, some analysis
3	Students will verbally or through writing, identify the sharp major key signatures				Knowledge, comprehension, application, some analysis
4	Students will verbally or through writing, identify the notes that are modified by the different major key signatures				Knowledge, comprehension, application, analysis
5	Students will verbally explain how to find the name of the different major key signatures.				Knowledge, comprehension, application, analysis
Etc.					
Preassessment:		The preassessment will address all 5 of the objectives through identification and fill in the blank questions. There will be 7 short answer questions, 10 identifying the key signature questions, and 10 questions on identifying the notes modified by the key signature.			
Describe the preassessment used	Explain rationale for choosing this assessment	Explain the specific adaptation(s) made for Students A and B OR why no adaptation(s) are needed	Which objectives does this assessment address?	Identify how the assessment will be scored	Describe specific student results and how those results will impact your unit plan

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<p>The preassessment was in the form of a paper and pencil test. There were a few short answer/describe questions. The majority of the test showed a picture of a key signature on a staff. The students then had to label what key it was in and then what notes were modified (sharp/flat).</p>	<p>This assessment tests everything that I want the students to know by the end of the unit. The visual pictures of key signatures were used because that is how they see key signatures in music.</p>	<p>Student B- I made sure the key signatures were shown in multiple clefs (including the one he reads). I gave him as much time as he needed to complete the test. Student A – No modifications were necessary. I needed to see what he knew on the unit before adapting lessons for him.</p>	<p>The preassessment addressed all 5 of my objects.</p>	<p>The assessment will be scored in three parts. The describe questions will get one score that will be based out of 8 points. Identifying the name of the major key will get the second score and is out of 10 points. Identifying the modified notes is the third score and is based out of 26 points (1 point for every correct note identified).</p>	<p>Most of the students didn't know why we have key signatures. Therefore, I will have to address this in the very beginning. Student B got all answers correct. Therefore, I will be using him to help others, model, and he will be progressing into minor keys. The results were varied on the note modification identification. I will be focusing some on that as well as on learning how to identify the major key signatures.</p>
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Table 2.2.1 Unit Design Table, Continued

Lesson	Date	Lesson Objective(s)	Instructional Activities/ Strategies	Formative Assessment (formal/informal)	Describe Specific Adaptations/ Differentiation	Identified Lessons*				
						V	T	R	I	C
1	3/2/11	What are key signatures used for, what key signatures do, Order of sharps and flats,	Lecture style, coming up with acronyms to remember the order of the sharps and flats.	Informal- asking question to the class about the order of sharps or flats. IE if I have 3 sharps, what are their names?	Set up for success for student A.- positive reinforcement			X		
2	3/2/11	Review of order	Lecture style	Informal- asking	Presented information					

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		of sharps and flats, how to remember C major, how to remember F major		questions to the class	in multiple clefs					
3	3/7/11	Review what we have learned, hearing why we have major keys, learn how to find the Flat major keys through 4 flats	Demonstration, Work as a group to find a way of knowing the flat keys, discussion	Informal formative – asking questions to individuals regarding how to find flat keys/what certain major keys are.	Student B helping a weaker student. Student A being helped by a stronger student.					
4	3/7/11	Learn the rest of the flat keys, review and work <i>all</i> flat major keys, fill in the blanks in the notes	Discussion on filling in notes, students are paired to work on work sheet, Discussion about worksheet	Formal assessment – done by collecting the worksheet to figure out where the pairs are on learning their flat keys	Information will be given in multiple clefs. Student A will be paired with a stronger student.	X		X		
5	3/9/11	Learn how to find the sharp major keys, work sharp major keys through 4 sharps,	Discussion/lecture based, fill in notes page, Hand out flow chart/graphic organizer and explain how to use it		Graphic organizer/flow chart will help all students remember how to find the major keys.			X		
6	3/9/11	Review how to find the sharp and flat major key signatures. (mathematically) Work all sharp	Discussion/lecture based in the beginning, review flow chart, online flash cards review	Informal assessment- done by using internet flash cards and playing a game.	Key signatures will be provided in multiple clefs, positive reinforcement the entire way through, multiple repetitions on keys	X	X		X	

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		major keys. Play review game using all major keys.			signatures.					
7	3/16	Review how to find keys. Explain how to use the Circle of Fifths. Talk about patterns /math/reading and key signatures.	Discussion based.		Hand out of circle of fifths will be given to everyone.				X	X
8	3/16	Mass Review of everything: notes page, flow chart, circle of fifths. See if they can hear the wrong note.	Discussion based, Demonstration, Question/answer based,	Informal – Raising their hand when they hear the wrong note. question/answer	Specifically look at Student A's handout. Ask student B about minor scales.					
Etc.										
Summative Assessment:		The Summative assessment will be an exact copy of the pretest. This will show if they learned the information or not and give me a clear idea of what I might need to focus on more in a different unit or next year. The summative assessment will address all 5 objectives through identification or fill in the blank questions.								

*V-Lessons (must identify two) you want to have video recorded and observed; T- Lesson integrates technology; R- Lesson uses reading strategies;
I- Lesson demonstrates integration of content across and within content fields; C- Lesson utilizes community resources

Provide a copy of your preassessment document and the corresponding scoring key/rubric in Appendix A.

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Table 2.2.2 Unit Design Narrative (limited to 2 pages)

Why are the objectives appropriate?	The objectives are relevant to the topic of key signatures. They are also appropriate because the students need to know how to read key signatures and use them while they are playing their instruments. In order to play the music correctly, they need to fully grasp and understand the concept of key signatures.
Why are the lessons sequenced in this manner?	The lessons are sequenced in the order of how things need to be learned. The students need to have a concept of why we use key signatures. I then followed this with the two easies keys, C and F major. These are also some of the most common keys in band music. I then progressed to learning the flat major keys because bands will usually play more in flat key signatures that they will sharp key signatures. After the flat keys, I logically moved to the sharp key signatures. Once they fully understood this, I could then move on to the Circle of Fifths which uses all key signatures.
Why did you select these instructional strategies/activities?	I wanted to keep it interesting and keep the students engaged. Since the students also have instruments in their hands and do not have desks, I had to be careful about what I planned for them to do. Since it is also a performing class, I needed to make sure the transition from these lessons back into playing was seamlessly smooth and efficient.
How do your instructional strategies/activities address the learning objectives for this unit?	Since my lessons were developed from my learning objectives, the activities address the learning objective directly and to the point. Each activity or review addresses one of the specific unit objectives.
How will a variety of levels of thinking skills be addressed (e.g., Bloom's Taxonomy)? Give specific examples you will use.	Students will start at the bottom level of Bloom's taxonomy by being able to repeat the information back to me. This can be done through answering questions as we discuss the notes page. The next step up in Bloom's taxonomy is the comprehension stage. In this stage, the students will be able to state in their own words how to find the key signatures. As we are filling out our notes, I will have the students read the line and fill in the blank with what they think should be there. I also ask the students to identify ways of remembering the order of the sharps/flats. The groups had to identify ways to remember the information. The application level of Bloom's taxonomy is addressed when we are using the online flash cards. Students were asked to use the information they have learned to answer the questions on the flash cards. The students applied what they learned to the game and analysis was used when the students needed to determine which notes are modified as a result of the key signature.

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Explain the reading strategies that will be used throughout the unit. Give specific examples. (Remember that using text is not a reading <u>strategy</u>)	The students will be given a notes page with blanks to be filled in. This will hopefully keep them paying attention and decipher the important information. The students will also be getting a Flow chart on how to find key signatures. This will be something they can look at for a quick reference on how to find key signatures in the future. They will also be receiving a circle of fifths chart. This is another tool to use to help memorize the different major key signatures.
What resources will be needed for this unit (include school <u>and</u> community resources)?	I will need to use the internet, projector, screen, blackboard, and chalk from the school. I am bringing in another music educator to give a demonstration and work with Student B on minor scales while I work with the rest of the class. I am also pulling some formative assessment ideas from a music theory journal that was loaned to me from a library.
How will technology be integrated within the unit? Explain both teacher use and student use.	For this unit, I will use technology as an informal formative assessment. I will be projecting a website that has musical key signature flash cards. I will be running the computer part of it but the students will be the ones doing the interacting with the flash cards. Student will not physically be using the technology due to the limitations of the classroom and the nature of the class.
How does the unit demonstrate integration of content across <u>and</u> within content fields?	There are patterns to finding the key signatures. Key signatures can also relate back to math through the use of subtraction/addition of positive and negative numbers. One can also set up an equation to help find the name of the key. Key signatures also relate to how you are supposed to go about reading important information; they are a part of the overview processes of reading.

Provide a copy of two complete detailed lesson plans in Appendix B.

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Narrative 2.3.1 Lesson Plan Design (limited to 2 pages)

Question	Lesson Plan 1	Lesson Plan 2
What will the students entering this lesson already know about the topic?	They know what key signatures are used for and why they are important. They know the order of their flats and sharps. They know how to find the flat key signatures and have worked on finding the flat key signatures up through 4 flats.	They know what key signatures are used for and why they are important. They know the order of their flats and sharps. They know how to find both sharp and flat key signatures. They have worked all flats and up through 4 sharp key signatures.
What type of assessment did you choose? Why?	I chose a formal formative assessment. I chose this type of assessment because we are approximately half way through learning the key signatures. Informal assessments are done on a daily basis through questions, responses, and observation. Therefore, I wanted to have something more concrete to look at and address the students with. It will also show me if I need to spend more time on flat keys	I chose an informal formative assessment. I chose this type of assessment because I will be using technology during the lesson as well. My informal assessment will happen while we are playing the mini game using flash cards on the internet. This is a quick way for me to tell who understands the concept and who doesn't. This will also show me whether they truly understand the concept of finding key signatures.
How did you determine the specific differentiated activities needed to adapt/accommodate for individual learning needs?	From previous knowledge and the instrument he plays, I decided that student A needs have the information displayed in Bass clef. He will also be paired with an individual who is stronger in the area of Key signatures. If possible, he will be paired with student B.	Through observations and the previous knowledge of the students, I understand that I need to have the questions/flash cards displayed in both types of clefs. I also know that all the students, but specifically Student A, will need positive reinforcement and multiple repetitions of the information. Student A might also need more time to answer the same questions that a typically developing student would.
Why did you choose the specific reading strategy(ies) identified in your plan?	They will fill in their notes page which highlights the information they need to remember in order to find the correct key signatures. We will also use acronyms to help remember information. As we discuss two of the keys, we will using the reading	I chose to use these types of strategies because I believe they would benefit the group the best. Research is showing that many students are becoming more visual learners. Therefore, the more information I can present visual, the better off the students will be. Graphic organizers are

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	strategy of alliteration to help remember them.	the best way to present information visually.
How do you address critical thinking, problem solving, and higher level thinking in your plans?	The notes page that I provide will have many blanks left for the students to fill in. I will address all the information on the notes page before handing the page out. When we discuss the notes, I will have a student read a line and try and fill in the blank correctly. This will make the student be able to recall the information they were given during a previous lesson. Another application of higher thinking is being able to apply what they have learned to the worksheet that will be done in pairs. If they don't know the information, then the worksheet will be hard to fill out.	I will address a higher level of thinking during this lesson by asking the students to think about key signatures in a mathematical fashion. We will address how to find key signatures using a simple mathematically equation/formula. This addresses problem solving by being able to come up with the equation/formula. I will ask questions in a word problem format and the students will then need to use the formula to figure out the key. During this lesson they will also have to apply their knowledge to a flash card game.
How does the technology utilized enhance student learning?	I did not use technology during this lesson. It wasn't needed for this stage of the unit.	I used technology as a way to review the key signatures. Online flash cards provided the class with a way to review the key signatures in a more interactive way. It also helped the students be able to memorize the information.
Discuss specific classroom routines and procedures that will be in place with this lesson to maximize instructional time.	They all have assigned seats. They know what is expected of them when I am teaching. There are no electronic devices allowed to be out during class.	They all have assigned seats. They know what is expected of them when I am teaching. There are no electronic devices allowed to be out during class. Specific directions will be given on how to play the game and what is expected from this game.
In what ways will you ensure the active and equitable participation of all students during this lesson?	They will have a notes page that will need to be filled in. They will also break off into pairs to fill out the worksheet. Students are expected to come into class and put their instrument together. They are also expected to have a pencil at every rehearsal.	Everyone will receive a turn to answer multiple questions during this game. They will be on teams and each student will receive a turn.

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Table 2.3.2 Adaptive Plans (limited to 1 page)

PLAN FOR INSTRUCTION	LESSON PLAN 1		LESSON PLAN 2	
	STUDENT A	STUDENT B	STUDENT A	STUDENT B
<p>What specific adaptations/modifications to the instructional plan are needed? Why are these adaptations appropriate for the student?</p> <p><i>If adaptations are determined to be unnecessary, identify the part(s) of the plan that you are not adapting (if any). Why are adaptations/modifications not needed?</i></p>	<p>Provided the student with a notes page to be filled out. This is appropriate because the student will often have a hard time paying attention. He will also have issues with gaining the knowledge that needs to be gained. Questions will be specifically addressed towards him in order to give him the positive experience he needs. When doing the worksheet, he will be paired with a student who is strong at key signatures.</p>	<p>Student B will be paired with a student who needs some help. Student B's expertise will be a big help for a struggling student. After the class, I will begin talking with the student about learning his minor keys and what he knows about his minor keys.</p>	<p>Information on the board and on the technology flash cards will be presented in both clefs. Student A and one other student are the only two who only read Bass clef. Questions will be specifically addressed and positive reinforcement will be given to Student A. Student A has shown to become "defeated" easily. Giving Student A a positive atmosphere and experience will help his learning process. Key signatures will be presented in a mathematical fashion.</p>	<p>No adaptations were necessary for this Student during this lesson. Since the student knows the information, I didn't need to adapt how I presented the information to him. By presenting the information mathematically, he might understand it even more. It will also give him another way to present the information if he is trying to help another student. He will be used to help other students during the technology flash card activity.</p>

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Table 2.4.1 Unit Assessment Design Table (limited to 2 pages)

	Describe the assessment you will use	Explain your rationale for choosing this assessment	Explain the specific adaptation(s) made for Students A and B OR why no adaptation(s) are needed	Which objectives does this assessment address?	Identify how the assessment will be scored	Describe how specific student results will impact your unit plan
Formative Assessment - <i>Informal</i>	The students will answer questions during the classes. Specifically the flash card technology game	This is a fun way for me to make sure the students have gained the knowledge. It is quick and they don't know I am assessing.	Information will be presented in both clefs for Student A. Student A will also have a shot at some of the easier questions to insure success. He will also be asked a hard question to see if the information is gained.	Objectives 2,3, and 5	The assessment isn't scored. It is simply right or try again and explain.	I will use this information to see where I need to focus my future time. I will be able to tell if I need to spend more time on either sharps, flats, or both.
Formative Assessment - <i>Formal</i>	This will happen in the form of a worksheet. The students will pair up and complete the worksheet on flats. It will have flat keys shown that need to be identified.	I have chosen to do this assessment to see if I need to spend more time on flat keys. It is half way through my unit. In order to move on to more information, this information should be learned.	Student A will be working with a student who is stronger in the area of key signatures. Information will be presented in both clefs. Student B will be working/helping a struggling student with the worksheet thus giving him more responsibility.	This covers objectives 3 and 4.	The assessment will be scored based on correct answers. One point for each correct answer.	I will be able to see if the students are understanding how to find the flat major keys. If they don't, I will adapt my future lessons to fit their needs.

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Summative Assessment	The summative assessment will look identical to the pretest that I used. The test will cover all of my objectives and will be based on short answer and identifying questions.	I am choosing this assessment because it will give me a clear indicator of where the students began and where they will end up.	Student A: Student A will receive more time if it is needed. The test will be displayed in both clefs. Extra help will be given if he needs it. Student A may use the flow chart if he would like. Student B: will receive a test that will test both his major and some of his minor scales.	This assessment addresses all of my objectives for this unit.	The assessment will be scored in three parts. The describe questions will get one score that will be based out of 8 points. Identifying the name of the major key will get the second score and is out of 10 points. Identifying the modified notes is the third score and is based out of 26 points (1 point for every correct note identified).	Since it is the summative assessment, it will only affect the way I teach the information the next year or when the unit is revisited.
What is the minimum level of performance you expect all students to achieve on the summative assessment?	The minimum level of expectation can be divided down into the three different sections. In section 1, I do not expect any student to miss more than one question. In section two, identifying the major key, I expect all the students to receive an 80% or better. This means they are allowed to miss two questions out of ten. In the third section, I am expecting the students to not miss a single one. I hope to have a 100% average on this section of the test.					
Do you expect any differences in performance between the subgroup you described in Task 1 and the remainder of the class? Explain.	I do not expect anything less of the sub group than I expect from the whole group. The subgroup is smart and will be expected to perform the same as the entire class. The gentlemen of the class have issues paying attention and have a general lack of motivation to do anything but play their instrument. Therefore, when it comes time for the summative final assessment, I will expect no less from them than I do from the rest of the class.					

Provide a copy of one formal formative assessment document and the corresponding scoring key/rubric in Appendix C.
Provide a copy of one informal formative assessment document and the corresponding scoring key/rubric in Appendix C, (if applicable)

Provide a copy of the summative assessment document and the corresponding scoring key/rubric in Appendix C.

Task #3 -Teaching and Learning

Table 3.1.1 Narrative Daily Teaching Reflection (limited to 4 pages)

Day 1: The students have a great attitude about the lessons. They seem to understand why we are going over this material and how it will help further their musical abilities. I have implemented the new seating arrangement which brought everyone closer to the front. It also brought the gentlemen of the class closer which made them more attentive. As a class, we went over why we have key signatures and the importance of key signatures. We also applied a reading strategy to help us remember the order of the sharps and flats. As a class, we came up with the acronym “Fried Chicken Goes Down After Every Bite.” Several of the students came up with a different acronym that helped them remember it better. This showed me the students’ willingness to learn this material and participate in a discussion based lesson. I was also very careful to ask questions of Student A that I knew he would be able to answer. After his successful answering of the question, I provided some much needed positive reinforcement. Since Student B received 100% on the preassessment, I had a discussion with him about his comfort with major keys and if he was learning his minor keys. He responded by saying that he was becoming comfortable with his major keys and would like to learn his minors. We came up with a plan to have him review with us and begin learning his minors on his own with guidance from me. Overall, the lesson was very smooth and concise. The class seemed to understand everything but I would like to have more response from the class. This might come with a less discussion based class. The class met my expectations for the first lesson. They were able to reiterate why we have key signatures and the order of sharps and flats. Based on the information gathered in the preassessment and first lesson, Student A has potential to understand this very well. He has the drive and desire to understand.

Day 2: After the first lesson, I wasn’t sure whether I should proceed with a discussion/lecture style instruction method. However, I decided to give it another shot and to see if the students became more responsive to the question prompts and discussion style class. I did follow my plan for instruction but I found myself having to ask multiple times for answers. The students did respond better to the lecture/discussion style better this class compared to the previous one. However, I feel they need this plus other forms of learning. The lesson went fairly smooth. I did send one student to the office for being disrespectful to me and to his peers. The objectives for this lesson were mostly met. The students could list the reasons for having a key signature but when asked to explain what tonal center (one of the reasons for key signatures) is, the students couldn’t do it. Therefore, I had to adapt my lesson plan slightly to accommodate this extra time for explanation. They articulated that they understood what tonal center was. However, at the end of the lesson I felt they were still unsure about what tonal center really is. At this point, I let it stand with them being able to articulate what it is since the next lesson has a demonstration of hearing tonal center.

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Day 3: I followed most of my plan for instruction. In my original plan, I was going to do a demonstration on my saxophone of hearing key signatures. However, I decided to tie this back into what tonal center is. Not only this, but I decided that Student B would be able to have some extra involvement through demonstrating. I used Student B's knowledge of major keys to help show the importance of key signatures and tonal center. It was clear that the students finally grasped the concept of tonal center. This lesson went really smoothly. The students enjoyed working in small groups to figure out how to find the keys. This also gave them a time to learn to work with others. Student A was paired with a student who scored high on the preassessment while Student B was paired with a student who scored lower on the preassessment. Through this lesson, I found out the students enjoy working in groups and can handle working in groups. The group work seemed to help them remember the information easier because they were responsible for figuring out how to find the key. Since the class can work well in groups, I will be able to leave my other group-work task as a part of my unit.

Day 4: I followed my instructional plans very closely. There wasn't much need for deviation on this lesson. It was really straight forward and helpful to the students. The students liked having the notes page to help them remember the information they needed. Reading aloud is a great way to remember information and become a better, more confident reader. As the students were filling in their notes page, one student would read each point of the notes page. They were asked to read the point aloud and fill in the blank with the correct answer. This allowed a quick assessment on my part and provided them with an opportunity to remember that information better. I asked Student A a more difficult question this time. I was still positive he would be able to answer it correctly and he did. Positive reinforcement seems to go a long way with Student A. The more positive reinforcement he receives, the more willing he is to raise his hand. The partnered worksheet activity went over really well. They were not excited to have to do a worksheet but were excited to get to do it in pairs. This formal formative assessment showed me that 95% of the pairs understand the information we have worked on so far. Student A worked with Student B this time. This provided Student A with a stronger student to work with and Student B got to have some extra involvement through a more one-on-one teaching experience. Since this class works so well in groups, I am working on figuring out another time for them to work in groups. The students of this class also seem to obtain and retain the information better if they figure it out on their own with only guidance from me.

Day 5: This lesson went really smoothly and followed my plan exactly. The students were a little talkative during the lesson but quieted down when asked. After a review, we dived into learning the second half of the unit. Most of the students seemed to understand the information really well. There were still a few who were slightly confused. After this lesson I began thinking of a different way to explain how to find the sharp keys to those students. I wasn't expecting to have to explain what a half step is but they understood when I called it by a different name. A great way to remember something you are learning or reading is to organize the information in to a graphic organizer. We filled in flow chart on how to find major keys. Many of them commented on how it would be easier to find the keys using this flow chart. We also filled in our notes page using the same method previously mentioned. I believe the strategies were for learning this material was effective because the students were really involved. They had things to fill out and look at which kept their attention on the tasks at hand. So far, the adaptation plans for Student A and Student B have been working

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wonderfully. Student B continues to learn his minor scales with me and on his own. This, along with helping other students, has kept him from being bored during class. Student A is responding well to the positive reinforcement and seems to be benefiting from being paired with a strong student like Student B.

Day 6: At the end of the last lesson I was trying to figure out how to explain finding the sharp keys a different way. It just so happens that the students who were not understanding are all very mathematical learners and therefore learned the information through the mathematical cross curriculum transfer. Having the students come up with a mathematical formula/equation to find the sharp keys worked wonderfully. The few students who did not understand now knew how to find the sharp keys better than the students who understood the original way. The cross curriculum transfer worked really well. Most of the students are learning the objectives set before them for every lesson so far. Some of the students are struggling a little but are working very hard to understand. I wanted to give the students another opportunity to work in groups and therefore adapted the online flash card portion of my lesson to being a review game using the online flash cards. However, the student found this to be slightly on the “childish side.” I learned that some classes may do really well with games while others find them childish. That being said, the students responded well to the online flash cards and use of technology. Another issue I had this lesson is when a student told a key signature joke. I allowed him to tell the joke because it dealt with key signatures and knowing the student, it would be school appropriate. The students thought it was funny but it left the class off task for longer than I had anticipated. I learned that the end of the class/lesson would have been a better time to allow him to tell the joke.

Day 7: This lesson went smoother than the previous one and we got many things accomplished including the learning of a very abstract concept. When we talked about the circle of fifths today. I made them draw the circle of fifths that way they would remember it better because it is another form of gathering information (reading, hearing, and writing). Since the students seem to work better in groups, I modified my lecture style presentation of the circle of fifths to a group-work discussion. The students worked with those around them to figure out why it was called the circle of fifths and to find out how it relates to key signatures. This worked really well and the students seemed to understand the information. This class seems to work really well in groups and gather information much faster from figuring it out themselves. After my further explanation of the circle, all of the students understood how it relates to key signatures. Since my class was having a community member come in that day to assist us with a different part of the class, I asked if he would be willing to work with Student B on his minor scales. Since the community member was also a private music educator, he said he would be happy to. Therefore, Student B got extra help on his minor key signatures. After talking with Student B, I found the private lesson to have been very beneficial to him.

Day 8: This lesson was a huge review of the entire unit. I wanted to make sure they could not only remember the information but hear the why key signatures were important. I didn't have to adjust my plan for instruction in this lesson. The lesson went really smoothly but the students seem to be getting tired of working on key signatures. Since the students are getting tired of the information and this is the last lesson, I believe I timed this unit well. The student met the objectives for this lesson. As I was asking questions, most of the

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students could answer. For every question, there were many hands that raised in preparation to answer. Student A answered several questions correctly that were varying levels of difficulty. The students were not excited to have a test over the information and grumbled at the thought of having a test. The adaptations for Student A and Student B seemed to be quite successful and each student seemed to be participating without being bored or left behind. Both students seemed to gain a great deal of information and confidence from this unit. The class as a whole started doing better on the music they were playing. There were fewer key signature errors and when asked, during a different part of the class, what their key was, they could answer it correctly. Therefore, I knew many of them, if not all, were transferring this material to their music.

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Table 3.2.1 Narrative Reflection of Video Recorded and Observed Lessons 1 & 2 (limited to 2 pages)

Lesson 1: After reviewing the videos with one of my university professors, I reflected on the results and discussed these with my supervisory teacher. My supervisory teacher and I believe that I am doing many things well and there are several things I must work on. As a whole, I am doing very well with keeping the students positively engaged and yet promoting students to independently learn. Since I learned that my students work well in groups, I have done many activities in groups to further assist their ability to learn independently and with other students. Having them work in groups also promotes a positive collaboration with their peers and potentially provides positive social interaction. Since they are having to learn in small groups or pairs, they must have some self-motivation to achieve the goal and learn the material. In this lesson, I could have used more questions that promoted a higher level of thinking and connection. I always make the transfer from key signatures back to the students' daily warm ups and their music but I feel that I am often the one making that connection for them instead of prompting the students to make that connection for themselves. There were a few times during this lesson that I did prompt the students to focus and think at a higher level. When we were filling out our notes, I asked a student to read aloud a line of the notes and then fill in the correct answer in the reserved space. This worked on the student's aural reading skills. It also worked on the higher level thinking skills by the student being able to apply the knowledge they aurally learned into a different medium. Later in the class period, I asked many individuals what key we were currently playing in. This required them to transfer and apply the information they had learned in the lesson to their music. Even with these two examples, I feel that I need to work on the prompting questions for higher level thinking skills. Another item I need to work on is the "ability to maintain productivity and on-task behavior." My supervisory teacher believes that I am developing well in this area but it needs some refining and for me to more proactive about this. During this lesson, I had them work on a work sheet, my formal formative assessment, in pairs. The issue I ran into is when some students finished; I had nothing for them to do while they were waiting for the other students to finish. This led to the students being off task and me having to redirect their attention and focus for when all the students finally finished. If I would have had another activity for them to work on while the other students finished, it would have made my transitions much smoother and more efficient. Even with the rough transitions, I did complete all of the goals and objectives I had assigned to this lesson. During this lesson, it was important to me that all the students were learning the material that needed to be learned. Therefore, I purposefully paired some of my weaker students with some of the stronger students in hopes that the stronger students would assist the learning of the weaker students. From the results of the formative assessment, my plan worked. Overall, there are many things that I can still learn and do better. I believe that I am doing well and as expected for a beginning teacher but I know I am not without my faults as well.

Lesson 2: This observation and meeting went really similar to that of the first observation collaboration with my supervisory teacher. There are many things that I am doing well and there are some things that I still need to work on. The first thing that has improved is my prompting questions for higher level thinking. During my lesson that involved an online flash card game, I asked the students different questions getting them to tell me the name of the key signature. This is how we had been learning the key signatures from day one. However, near the end of the game, I decided to ask the questions in the reverse order. I told the student the name of the key

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signature and they had to describe to me how many sharps or flats the key had. At a different time in the class, I had the students listen to a section of the band and tell me if they were playing in the correct key or not. This involved them transferring what they had learned during this lesson to their music and into a different thinking process. Originally I was not going to have the online flash card activity be a game. I decided to make it a game so they could work in groups and further their social interactions and group skills. This proved to be a bad idea. The students handled it appropriately but they felt they were too old to be playing games during music class. This led to a not as positive environment to be learning in. From this I learned to keep things age appropriate and to truly consider what the students might like or dislike about certain activities. This being said, the students still participated and stay fully engaged like they were asked. I believe my behavior management skills are the reason for their continued engagement. I am also glad that the students feel comfortable enough with me to let me know, in an appropriate and polite way, they didn't enjoy the type of activity I had planned. In my reflection of how this lesson went, I am not so sure that it was an age appropriateness issues so much as the material or concept of the game itself that bother them. I believe this because I have seen high school students play review games before and they have never had an issue with it. Either way, I am glad my students feel comfortable enough with me to express their dislike in an appropriate and polite manner. During the lesson prior to this, I felt that some of the students did not quite understand how to find the sharp major key names. I decided to have the students create a mathematical formula/equation to finding the sharp major keys. This immediately helped those students who were still confused. What I gathered from this information is that those students were more mathematically based students. Once the concept was explained in terms they could understand and in a way they excelled, they understood it perfectly. This showed me that I need to present concepts in as many ways possible to reach all students at their level. Overall, there are still things I need to work on but we did reach all of my objectives and goals for this lesson. I feel like I am doing many things right but there will always be something to work on and improve. The main things I need to improve right now are my prompts for higher level thinking, my ability to motivate students effectively, and my classroom management. I feel that my skills in this area are at that of a beginning teacher. Meaning I believe my skills in these areas are still developing and will continue to develop for many years to come.

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Table 3.3.1 Narrative Reflection of Preassessment, Formative Assessments, and Summative Assessment (limited to 3 pages)

Preassessment: After analyzing the data for the preassessment, I have concluded that this unit is very appropriate for this class. There were three distinct areas of focus on this pretest: the short answer (1), the naming the key signature (2), and the notes that are modified (3). When looking at the short answer section, section 1, the whole class averaged a meager 22.3% or roughly 2 out of 8 possible points. The sub group (males) did slightly worse at 19.2%. However, the students who have been identified as special needs or ESL did better on section one than the previous groups. The students with special needs averaged 35.7% on the first section. The first section of the test corresponds directly to objectives 1 and 5. Students are to be able to identify why we use key signature, objective 1, and be able to articulate how to find both the flat and sharp major keys, objective 5. This low average showed me where I need to begin this unit. It showed me that the students don't even know why we have key signatures or at the bare minimum have never thought about why we have them. When it came to naming the major key signatures, section 2 of the assessment, the class averaged 14% or roughly 1 out of 10. However, on this section 3 students received an 80% or better with the next closest grade being a 40 percent. Yet again the sub group scored a lower average on section two and the students with special needs scored a higher average. There were 23 out of 32 students who received a 0% on this section of the preassessment. This shows me there is a lot of work to be done on objective numbers 2, identifying the flat major keys, and 3, identifying the sharp major keys. I will basically have to start from the beginning with almost all the students. However, I will keep in mind those three students who did well and use them to help the struggling students. The third section of the assessment, identifying the modified notes, resulted in a varied mixture of scores. The average class grade on section three was 66.3% or roughly 17 out of 26 possible points. The students with special needs scored lower than average this time which resulted in an average score of 61.8%. The sub group of males didn't do much better scoring an average 58.5%. This shows me that objective 4 needs to be covered but not as in-depth as objectives 2 and 3. The preassessment has shown me that there is a need to learn this information. Some of the students may know some or most of the information but the majority of the class needs to learn the information. From this assessment, I can gather that most students need to learn several of these objectives if not all of them. I know that every student learns differently and will therefore try to present the information in a myriad of styles. I plan on using reading strategies to help students remember the information and I will also try and approach key signatures in a mathematical fashion for those students who are more mathematical by nature. For Student B who received 100% on all three sections of the preassessment, I will be discussing his learning of the minor keys.

Formative Assessments: After analyzing the data of the formative assessments, I have concluded that the students are learning at the appropriate pace. The data from the formal formative assessment showed the students have learned how to find the major flat keys. The formal assessment was a worksheet on finding and naming the flat major keys and it was done, by the students, in pairs. This showed me that, at minimum, the students can find the flat keys by working in pairs. All but two groups of students received a 100% on this formative assessment. One of the two groups missed 2 of the 10 and the other pair missed 5 out of ten. Since this other pair

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missed five out of ten, I decided that I should give them a little extra help and go over how to find the flat major keys with them. The two of them and I went over how to find the flat keys and then many examples which enabled them to perform at the same level as the rest of the students. I also decided that I could proceed to learning the sharp major keys because the group did so well on the formal formative assessment. I did informal assessments every day by asking questions, and having them read their notes aloud while filling in the missing parts. However, the main informal formative assessment was during the online flash card game. During this game, everyone had an opportunity to answer several questions. This gave me the opportunity to see who understood the material and who needs a little extra help and review. During the game, if a student got said a wrong answer, they had to try again and then explain why it was the correct answer and not the one they first mentioned.

Summative Assessment: After reviewing the data collected from the summative assessment, I have concluded that all of the students did as I had hoped. In the first section, I was expecting that no one in the class would miss more than one question in section one. This was the case with only 10 people missing one question and the rest missing nothing. The class averaged a 96.1% which may seem low, however, section one was only out of 8 points and therefore missing one question automatically dropped the student to an 87.5%. The sub group of males did perform to the standard that I expected but they still achieved a lower average score than the female students. 8 of the 10 students who missed a question were male students. This showed me that the male students can achieve the expected results. It shows me that the male students will achieve what is expected of them and only what is expected of them. The students labeled as having special needs scored an average of 94.6% on the first section of the test. Several of them received a 100% on section 1. Section 2 of the summative assessment yielded similar results in the area of my expectations. All of the students met my expectations of scoring no less than an 80% on section 2. 80% may seem low but there are only ten questions on this portion of the test which means the students could miss no more than two answers. The class averaged almost a 94 % with the sub group and students with needs falling just shy of that average. The sub group averaged a 90% which is a better average than expected. However, some of the gentlemen of the group did only score an 80% on section 2 and that is what was expected. This again demonstrates the sub groups ability to meet expectations and only a few of them exceeding them. On section three, I was expecting the class to get a 100% on this section. This was an extremely high goal to achieve but I thought it would be doable. The class came really close scoring an average of 99% on the test. Only four students missed points on this portion of the test. With an average score of 98.4%, the male sub group did score lower than expected. I have found that my expectation on the third portion of the test may have been slightly unrealistic. To expect 100% of the students to get 100%'s is asking a lot. That being said, the students did come very close to meeting this expectation. All of this data has shown me that most of the students have learned their major key signatures and a few of them are still in the process of learning them. I had five objectives I believe the students should learn. All of the students in this class learn most, if not all, of all the objectives. They at minimum learned it to what I expected of them.

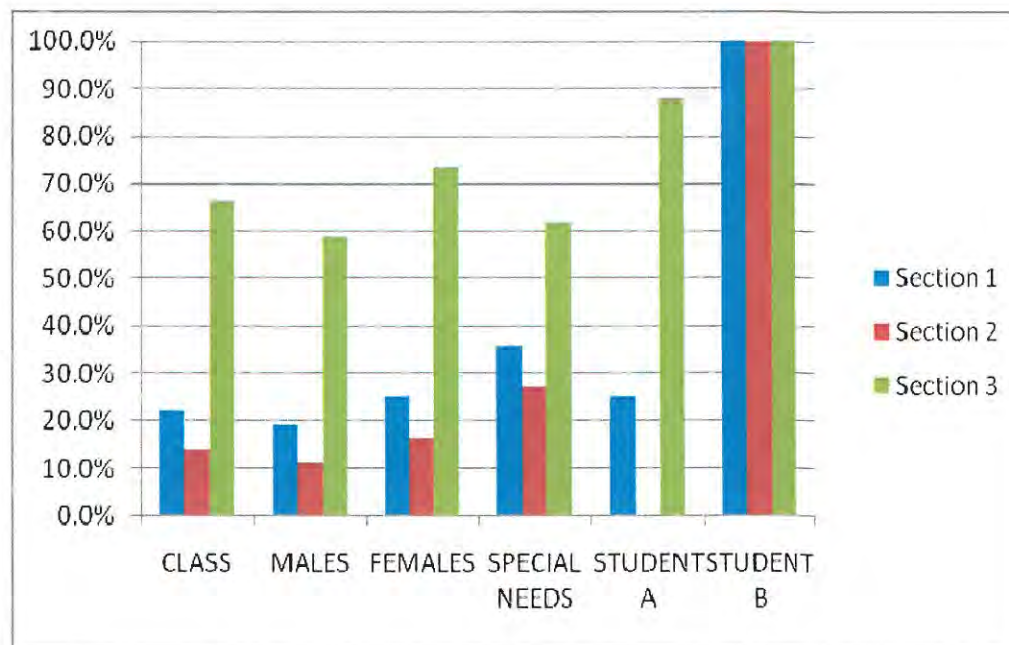
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Table 3.3.2a Chart/Table/Graphs of disaggregated data for the Preassessment (limited to one page)

Due to the varied nature of data collected by the teacher candidates, each **candidate is asked to create a chart/table/graph** that includes data with contextual factors as deemed appropriate for each individual situation. Title your table/chart/graph and use labels to accurately portray the data. Data should represent your previously identified subgroup.

PRE ASSESSMENT AVERAGES FOR SECTIONS 1, 2, and 3

	Section 1	Section 2	Section 3
CLASS	22.3%	14.1%	66.3%
MALES	19.2%	11.3%	58.5%
FEMALES	25.0%	16.5%	73.2%
SPECIAL NEEDS	35.7%	27.1%	61.8%
STUDENT A	25.0%	0.0%	88.0%
STUDENT B	100.0%	100.0%	100.0%



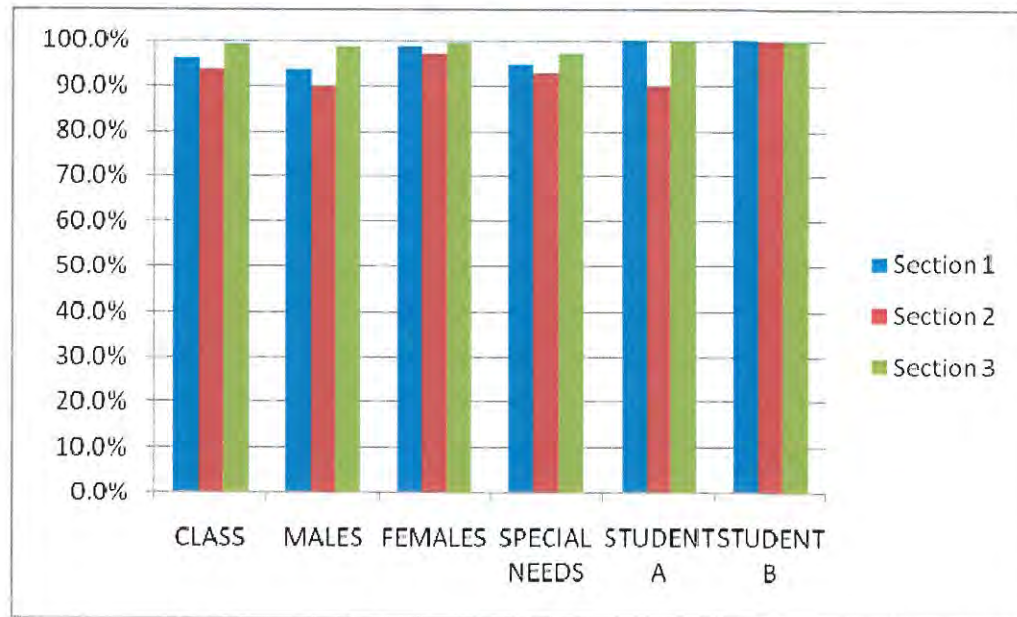
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Table 3.3.2b Chart/Table/Graph of disaggregated data for the Summative Assessment (limited to one page)

Due to the varied nature of data collected by the teacher candidates, each **candidate is asked to create a chart/table/graph** that includes data with contextual factors as deemed appropriate for each individual situation (use the same contextual factors as in the preassessment for comparison purposes). Title your table/chart/graph and use labels to accurately portray the data. Data should represent your previously identified subgroup.

SUMMATIVE ASSESSMENT AVERAGES FOR SECTIONS 1, 2, and 3.

	Section 1	Section 2	Section 3
CLASS	96.1%	93.8%	99.0%
MALES	93.3%	90.0%	98.4%
FEMALES	98.5%	97.1%	99.5%
SPECIAL NEEDS	94.6%	92.9%	97.0%
STUDENT A	100.0%	90.0%	100.0%
STUDENT B	100.0%	100.0%	100.0%



Task #4 -Reflection and Professionalism

Narrative 4.1.1 Reflection on Learning Objectives (limited to 2 pages)

Based on the objectives in this unit and the summative assessment results, my students were the most successful at learning objectives one (1) and two (2). The first learning objective was: Students will verbally or through writing explain the purpose of key signatures and why we have them in music. This objective might have been one of the most important objectives to learn and have completely solid. Students need to understand what key signatures are and why have them. Not only do they need to know this information, they also need to be able to explain this information, in their own words, before they will truly understand. Several of the goals dealt with this exact objective and the lessons were set up to make sure this objective was touched on a number of times in a several different ways. This was one reason this objective was learned so thoroughly. I was able to teach it in the first lesson and then touch base with it in many of the other lessons. This objective was presented in verbal form, on a written notes page, the students read it, it was demonstrated through the use of student B, and it was demonstrated by me. The only thing that would have made this even better would have been to have the students feel this and “demonstrate” it for their self. Another reason I believe this objective was so successful is because I adapted several times during all of my lessons to re-teach this objective. I felt after the first and second lesson the students were still not understanding tonal center. I was able to adapt my third lesson to show them what tonal center is and how to feel it. The second objective they were most successful at was objective number two (2): Students will verbally, or through writing, identify the flat major key signatures. This one may have been more successful than the other objectives for many reasons. The first might be that the flat major keys were the first ones we learned and therefore I was able to spend more time learning the flat major keys. I started with the flat major keys because they are the keys the band is used to playing in. Since bands typically play in flat major key signatures, it may have lead them to understanding them better. When I looked back through the summative assessment, I noticed that most of the questions missed on section two were in the form of sharp major keys. I also believe this objective with flat major keys was more successful because there is an easier way to find the flat major keys signatures compared to how you have to find the sharp major keys. I believe the best way for me to improve this objective would be to put this information more in context with songs. I made some transfers but it would be more beneficial to have lots of transfers and have the students playing what they learn.

Based on the objectives in this unit and the summative assessment results, my students were the least successful at learning objectives three (3) and four (4). The third learning objective was: Students will verbally, or through writing, identify the sharp major key signatures. This objective was one of the less successful objectives for several reasons. Some of the reasons I previously mentioned when talking about the flat major keys. However, there are other reasons this objective may not have been as successful. Not only do bands not play in sharp keys as often, but also I decided to teach the sharp major keys second. I did this because I wanted to start with information that was more familiar to the students. However, by doing that, it lead to less time on the sharp major keys. I was not able to review or re-touch base with the sharp keys as much as I did the flat keys. I did make adaptations to the way I would normally teach

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sharp major keys. I would not typically teach key signatures using a mathematical formula but several of the students responded very well to this type of approach. This has led me to think more about how to reach those students who are more mathematically based. I attempted to present this information in a variety of ways but I believe more time on this section would have been helpful to all the students. The fourth objective was: Students will verbally or through writing, identify the notes that are modified by the different major key signatures. Not doing well on this objective surprised me very much. The reason this surprised me is because all the students needed to do was read the picture of the staff and it would tell them which notes were modified and how. I.e. A flat sign on the B line and the E space would tell a student that the modified notes would be B flat and E flat. During my lessons I did not go over how to read a treble clef and bass clef staff nor did I go over how to “read” a key signature. This was a mistake on my part. I had assumed that since they were playing high school level literature, they would know how to read their appropriate clef. This might even explain some of the lower scores on the sharp key signatures objective. In the end, I learned that I really shouldn’t assume anything about what students know. If I would have taken the time to go over how to read a key signature, I would have found out who could read a staff and who could not. In the future, I know that I will need to be very careful with what students know and where to begin.

I learned a great deal from my students while doing these lessons. I learned that as a teacher, I need to be extremely flexible and allow time to adapt in order to fit the students’ speed of learning. This was the biggest thing I learned. Something that I thought would only need to be touched on, should have actually had an entire lesson devoted to it. I also learned that most of my students want to learn new information but it must be present in the right way. If you present it in a boring fashion, none of them will want to listen and learn about anything. However, if you present the information in a positive and inviting way, most of them will give it their best shot. That being said, I believe there will always be those few students who do not want to learn and as a teacher, I need to find what inspires them. Part of keeping everyone involved is adapting all of your lessons to fit the need of the individuals. I have learned that I need to challenge the gifted, keep the typical on target, and inspire the struggling.

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Narrative 4.2.1 Reflection on Future Professional Development (limited to 1 page)

Based on my self assessment and my supervisory teacher's assessment, there are many aspects of my teaching that I would like to improve. I believe I need to improve the following three aspects of my teaching: transitions from one activity to another, prompting higher levels of thinking, and having the ability to engage and motivate students more effectively.

When it comes to the aspect of transitioning effectively, I feel that I could have smoother transitions that would enable myself to have more time to teach and keep the students focused and on task. I realized I needed to work on this aspect of my teaching because there were several times during my lessons in which the students became off task. When I mentally reviewed the lesson for that day, I found that if my transitions would have been more seamless, the attention of my students would have stayed more focused. There were a few times where I also noticed my complete lack of transition and simply a jump to an entirely new concept or idea. This was obviously slightly confusing to the students and I was forced to go back and explain the material again.

The aspect of my teaching that I felt I struggled with the most was being able to prompt higher levels of thinking. I found this very difficult to do without a well thought out set of questions. As a teacher, I want to be able to ask questions that require higher levels of thinking and I want to be able to formulate these questions while I am teaching. I noticed during my first couple of lessons I had many questions that were not prompting higher levels of thinking. I began to change this by writing out questions that required the students to focus and think at a higher level. I am hoping the more I practice formulating higher-thinking questions, the easier it will become. I also hope that by practicing, I will eventually be able to do these without much prior thought.

Motivating students is something that is extremely important in any area of teaching. I believe I motivated many of the students but there were definitely some that were not motivated to put much effort into learning their key signatures. I now understand that motivation is harder than I first thought. All students are motivated by something entirely different from their peers. I found that many of the students are self motivated and others are not motivated by much of anything. These are the students that I believe I need to work harder to find what motivates them. I believe this will come with time in teaching and it will come with getting to know the students better. The more a teacher knows about the students, the more they know what may motivate a particular student.

Overall, I know there are several aspects of my teaching that need improvement. I recognize them and want to work to achieve my own standard with my teaching. There are many places that I can go and receive help in learning how to improve these skills. I know that every state has a music educators association and most of those associations have an annual conference. At these conferences, teachers can sit in on a myriad of different lectures and classes. I also believe that if I reread some material that pertains to these aspects, I will understand those aspects better. Now that I have had some experience teaching, I will gain more knowledge out of both the conferences and the reading material.

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Table 4.3.1 Communication Log (limited to 2pages)

Date	Person Contacted	Method of Contact	Reason for Contact	Result or Impact on Instruction	Follow Up (if necessary)
March 2 nd , 2011	Student B	Personal Conversation	Since Student B received a 100% on the pretest, I needed to question how much he knew about a different area. Therefore, I questioned Student B on his minor scales and asked if he would be ok working on the minor keys while the class worked on their major key signatures.. At this time, I also asked him if he would be willing provide me with extra help with some of the struggling students.	He was very excited to learn about his minor scales and I believe he got a lot out of helping me teach, demonstrate, and work with the class on their major key signatures. He enjoyed the challenged of learning something new, different, and a lot harder than he was used to.	I followed up with Student B several times during the lessons and after the lesson to see how much knowledge he was gaining on minor keys. I verbally quizzed him as well.
March 3 rd , 2011	Community private music educator	Phone	I was having the community teacher come in for a different part of the class and I also thought he could give extra help to student B. He also provided me with a nice resource about key signatures.	I borrowed some of the ideas out of the resource the community member lent me and he gave a mini lesson to student B on his minor scales.	Thanked him for coming in.
March 7 th , 2011	Other professionals (6 total)	Personal conversation	I was searching for more inventive and different ways on how to teach key signatures. Therefore, I contacted the other music educators in the district and asked how they taught key signatures.	They gave me many ways to think about teaching key signatures. I ended up using some of those ways for differentiated instruction. Some students learned using one way while others obtained	N/A

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Date	Person Contacted	Method of Contact	Reason for Contact	Result or Impact on Instruction	Follow Up (if necessary)
				the information from a different method or approach.	
March 9 th , 2011	Parent	Email	The parent's student refused to participate in class that day and then became a distraction to other students. I sent him to the office where he apparently used curse words that were directed at me. I contacted the parent to let them know what happened and if there was anything that I could do to further his participation in class.	I never received a return email from the parents, but I only had minor issues with the student after the initial incident.	N/A

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Narrative 4.3.2 Reflection on Impact of Communications (limited to 1 page)

My unit on identifying major key signatures was approximately two weeks long and consisted of eight lessons. During this two weeks, I made several contacts with different people and had follow up contacts with a couple of them. The first and probably most important contact I made was with Student B. I am considering this contact the most important contact because I needed to figure out what the next step of learning would be for him and I needed to ask him to be a peer model. I feel this positively impacted the student/teacher relationship between Student B and me. He was a tremendous help to me during the lessons and outside of the lessons. Student B was also very eager to learn about minor key signatures and took great pride in his knowledge about them. Every time he saw me outside of class, he would ask me questions about his minor key studies and if I would clarify a certain aspect of minor key signatures. I was always happy to help this student with his passion for music.

The next most important contacts I believe I made were the ones to other professionals. I conversed with six other professional about new and different ways of teaching key signatures. All of them had their own way of teaching key signatures. I felt this was extremely beneficial for my teaching because it brought new ways for me to teach. I feel that collaborating with other professionals in my field is extremely important to becoming an outstanding teacher. Since I talked with six other professionals, I now know 7 different ways to go about teaching key signatures. I believe that I can be a more effective teacher by having a myriad of ways to teach the same information.

When I contacted the community private lessons teacher, I believe I was professional and courteous in my approach. I explained to him who I was and what I would appreciate him doing. He was very knowledgeable and I believed he would be a great help to the Student B. On his own accord, the community lessons teacher brought a key signature resource for me to look at. I thanked him greatly for it and then thank him again after he helped out.

The final contact I made was to a parent about their student. This is the contact that I believe I would do differently when put in the situation again. I contacted the parents via email about their student misbehaving during my class. I never received a return email and therefore have no idea if they even received my email. In the future, I will make sure that email becomes a phone call. A phone call would have been more professional and personable. I believe the parents received the message because I didn't have any other major issues with this student. Overall, I believe I am beginning to understand what type of communication works best in different situations. I have learned that the more in-person the conversation can be, the better the results will end up.