**Standard #1**

The first standard covers learner development. Teachers that understand the learning patterns and styles of their students are able to find a way to deliver content to the student in a way where they can comfortably and successfully understand the material. Learning patterns could be cognitive, linguistic, social, emotional, and physical areas. Teachers create their lessons based on how the students are able to learn best. When teachers understand these kinds of things about their students, they are able to teach the material in an effective way.

I believe that this standard represents one of my stronger areas. I feel that I am able to connect with students in this way because I put myself in their shoes. I try to think, “What would I need from the teacher right now to understand this?” Then, I try to present myself and the content in a way that is right for the students. Not only is it important for them to have clear directions given in a way they understand, but they also need to feel safe in the classroom, whether that be to answer a question, ask a question, and make a mistake. The only thing students should have to focus on in a classroom is learning.

Attached is a peer teaching reflection. This shows how I felt about the way that I present myself in a comfortable engaging way with the students. Students are able to clearly understand my directions and feel comfortable from the aura I create in the classroom. Humour and high energy is incorporated to grasp the students attention. Then clear directions make the students easily understand the task.

**Standard #2**

The second standard covers learning differences. This is similar to the first standard, however it applies more directly to individual students. Students can have different learning styles. Some students may be a tactile learner, while others may be a visual learner or an audial learner. This simply means how a student processes information. Some ways that this can be achieved is through providing the lesson in many different formats. For example, that can be a visual on the board portraying the notation with math underneath to show how it fits in a measure, an aural demonstration from the teacher, and allowing the students to try speaking the rhythm.

I believe that this is another one of my stronger areas. I’m very passionate about learning styles. As someone who is a very tactical learner, I find it very important to me to make sure that each student's needs are met while learning. Music especially is something that needs to be in accordance with the person, since it is an art.

Referring to the peer teaching reflection that is attached, you can see how I tried to make connections with the children with a visual hand gesture, correct aural demonstration, and by allowing the students to make multiple attempts to find an understanding. In this reflection, I describe how the students show a clear understanding of the directions as well as the content.

**Standard #5**

Standard 5 covers innovative application of content. Teachers are able to connect concepts using different strategies and perspectives to the “real world”. Teachers should encourage critical thinking and creativity to address global issues and other real life situations. The content that is learned in the classroom for a musical concept should be able to be taken out and put into context somewhere else in life. It is important that teachers can set their students up to be able to accomplish this.

This is something that I personally have not focused on a whole bunch this year. I do think this is something I can improve on and incorporate into my future lessons. To improve this, I could incorporate a part in the lesson where students are able to choose something in which they can apply the concept to. I believe that this would encourage application of content outside of the classroom and for other things as well.

Attached is a lesson plan from my most recent peer teaching experience. In this document you can see how I lacked to incorporate this type of application of content. In this lesson plan, I think the best place to put this is as a part of an assessment. This way I would not have to take up extra time in order to fit this in. I could ‘kill two birds with one stone’.

**Standard #6**

Standard six covers assessments. Assessments are vital for a teacher to check for understanding and progress of students. They allow for teachers to concentrate on specifically what the students need. This is important to ensure time is not wasted and that students can successfully understand the right content in the end. Whether it be informal or formal, teachers need to constantly check their students' understanding to guide their lesson in the right direction.

This is something in which I would like to be a little more creative. Sometimes asking students how they feel about the concept directly can be nerve racking for students. While I am able to take what I have learned from my assessment and steer the lesson, I worry students are not always fully honest. Using assessments in a different way could make students feel more comfortable to say that they do not understand something. More informal assessments where the students are not even aware that they are being assessed would be more ideal.

In the lesson plan attached, it is clear where I have marked for assessments. While some work well, there are some that I may change to make more effective for the classroom setting.

**Standard #10**

Standard ten covers collaboration. Collaboration can be anything regarding anyone outside of the classroom setting. This can be colleagues or even community members. Collaboration is extremely important to musicianship. Often, the best results come from multiple people putting their brain power together. The more ideas in a space, the more students can learn.

This is not something that I have focused on much yet in peer teaching, however I do find this very important and am getting great experience with this outside of my MUSED class. The Ball State University Singers are constantly collaborating with people to create a well rounded and successful program. We collaborate with musicians throughout the music department and the community, choreographers, and alumni to create amazing shows. I also have some experience with this in MUSED CLASS as well. I often team up with classmates to discuss different ideas for peer teaching or other musical ideas.

Attached is a written critique from one of my fellow classmates. This shows how we communicate ideas to make certain things better. In this document, you can see positive reinforcement as well as new ideas to improve the lesson. This is extremely important for finding ways to add new ideas that I haven’t thought about before.