

Artifact Title: Performance Opportunities

Date Experienced: 2012-2013 School Year

Artifact Description:

The artifact for standard 1.4 is a band performance schedule I gave out to students for the 2012-2013 school year. The schedule includes all events that we participate in throughout the year. One page is specifically for winter pep band performances. These performances guide the course curriculum and instructional practices for the year.

Wisconsin Administrator Standard Alignment:

This artifact best aligns with standard 1.4 **Instructional Strategies:** *The teacher understand/uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

These experiences align best with standard 1.4 because they demonstrate my ability to use performance opportunities to enhance student learning through a variety of materials and resources. All of the performances throughout the year create a road map for my instructional process. Depending on what performances are approaching, I alter my teaching strategies to encourage students' critical thinking, problem solving and performance capabilities. I teach pep band differently than I teach marching band, and I teach concert band in a completely different manner than both pep band and marching band. In essence, within these vastly different experiences, I have to vary my instructional strategies to encourage student success.

Performance experiences demonstrate my competence in this standard because they show my use of different instructional strategies to encourage students to think critically and grow. Also, students play a significant role in directing the strategies that I use as a teacher. Each performance provides different opportunities for cooperative learning, discovery learning, group discussion, and interdisciplinary discussion thus requiring me to adjust my instructional strategies based on learner feedback of what is and isn't working.

What I learned about teaching/learning from this experience:

After reflecting on this standard, I realized that being a band director provides many opportunities for me to use varying instructional techniques to encourage students to think critically, problem solve, and perform. I need to continue to use these unique band experiences to encourage student growth and to also promote the importance of band as an academic class. As an educator, I can enhance the intellectual growth of all students involved in band by maintaining an emphasis on these experiences and the benefits they provide.

What I learned about myself as a prospective administrator as a result of this experience/artifact:

As a prospective administrator, I have reaffirmed in my mind the importance of instructional strategies to encourage student growth. In band, varying instructional techniques are second nature because changes in teaching style are absolutely necessary to ensure successful performances. In other classrooms, I imagine it can be more difficult because they are not constantly preparing for specific community performances. The value, however in these different opportunities are immense. Being a band director has allowed me to see how important the use of different instructional strategies are to ensuring student growth in critical thinking, problem solving, and performing. I believe I will be a good resource and instructional coach by encouraging teachers to explore a variety of instructional strategies, allowing them to foster their student's growth in these three areas.