

Teaching Portfolio for TILT Teaching Certificate

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Teaching Certificate Reflection

-Shealyn D. Schmidt-

When I started this program, I was not fully aware of my role as a teacher and the impact I could make on my students. Through this program, I learned the importance of using teaching strategies to build community, set expectations, and supports students in their learning. I learned about the importance of the first four weeks in setting the tone for the semester and how to help students build study habits that will lead them through graduation. Most importantly, I learned the importance of reflecting on my teaching strategies so I can learn and grow to be the best teacher I can be.

My primary teaching interests are in increasing active learning and multi-modal instruction methods. I learned that to support different learners, it is best to offer various modes of instruction. Specifically, I learned that active learning techniques can increase engagement with classmates and the course material. Think-pair-share is a technique I feel will build community, activate critical thinking, and help students engage with the course material. The materials provided through the graduate teaching certification program will support me in implementing a variety of active learning strategies.

The most interesting thing I learned about myself and my teaching is that I was already implementing some effective teaching strategies without consciously thinking about it. I gave constructive feedback, created low-stakes assessments where students

could re-write assignments for full credit, and modeled various techniques for my students. This program deepened my awareness of effective teaching strategies, and why certain strategies support student learning. I am now more intentional in selecting and implementing effective strategies.

My greatest challenge is finding opportunities to incorporate peer learning. Because I traditionally meet with students in groups of two, I thought it was too small of a group to create peer learning opportunities. Now that I am aware of how important peer learning and feedback can be, I plan on implementing strategies such as case studies to help students support one another in their learning and critical thinking skills.

The GTC program helped me learn how to implement effective research-based teaching strategies and assess student outcomes. The program provided me with a collection of resources that I will return to throughout the semester. In addition to teaching how to implement these strategies, the GTC program taught me how to assess if a strategy was effective, and how to reflect on my teaching practices. Through this program, I was able to begin identifying areas of strength and need within my teaching.

Within my teaching portfolio, the document that I am most proud of is my syllabus. That is the document that I feel has changed and developed the most. My first draft did not contain some of the important elements such as learning objectives. Through self-reflection, as well as reviewing my favorite course syllabi created by my professors, I thoughtfully edited my syllabus, so it contained the most pertinent

information. I also edited the font and template of my syllabus to make it more accessible and appealing for my students.

One of the documents I see myself re-visiting frequently is the teaching philosophy. As I am newer to the teaching world, I know I will learn a lot in a short amount of time. I have already learned so much throughout this program, and I plan to continue attending seminars to improve my teaching and adjust my teaching philosophy. I look forward to seeing the changes in my teaching philosophy as I continue to grow as a teacher. I feel that by reviewing this document frequently, I will be able to be intentional in using teaching strategies that align with my teaching philosophy.

I would like the Certification Board to know that I have sincerely appreciated the opportunity to learn from experienced staff. I am a better teacher and professional for having been a part of this process. I plan on keeping an open mind as I continue to grow. I plan on continually seeking opportunities for professional development as I truly see myself as a lifelong learner.

Teaching Philosophy

-Shealyn D. Schmidt-

I believe every student is capable and can excel when they are given the right tools and held to high expectations. I believe emphasizing students' strengths respecting and valuing their thoughts is crucial to their motivation and success. I desire to instruct in a way that encourages students to become critical thinkers and life-long learners, who seek growth in all areas of their life. Teaching is a learning process therefore am open to adapting my teaching philosophy as I grow and develop and as current best practices change.

In my first semester of teaching, my supervisor Dr. Kyle Wilhelm encouraged me to give students the benefit of the doubt and make accommodations to my teaching approach if something was not working for a student. I took this advice to heart and opened myself to assisting my students in various ways to help them be successful. I seek to make my material and feedback comprehensible. I give my students multiple examples and give students opportunities to practice new skills. I use sans serif font to help with accessibility for individuals with dyslexia, present materials in a multi-modal format (videos, verbal, written) for different learners, and include additional student accommodations. I make myself aware of holidays and external factors that may impact students' abilities to submit their best work. I make myself available by checking my email throughout the day, meeting with students by appointment, and I give time for questions.

Another strategy I value in teaching is emphasizing students' strengths. I focus on giving fewer critiques than compliments. I think it is best to give bite-sized pieces of constructive feedback to students so they do not get overwhelmed and can make specific changes. I emphasize their strengths in both verbal and written formats where they can re-visit it at any time. When I do give constructive feedback, I think it is important to always give explanations on how to implement it, and why incorporating it will make them better.

I believe high expectations are important in teaching, both in students' work and in their interactions with others. I expect that they give their best effort to each assignment and that they are accountable to their peers in group work. I plan to involve students in creating classroom norms, which establish expectations for classroom behavior and interactions, as well as assessing their expectations from me as the teacher.

I believe classroom norms can also help foster an ideal inclusive classroom environment, one in which all students feel welcomed to share their ideas and unique perspectives. Valuing students' thoughts and opinions can be achieved by creating open dialogue and encouraging them to share what they think. I encourage students to be inclusive not only with each other but also with the clients they serve. I encourage inclusion by promoting the use of various types of music and artists. I also encourage the use of inclusive language and explain why it is important.

Finally, I encourage students' independence to prepare them for their professional careers. I do this by staggering sessions from somewhat independent to independent throughout the semester. I promote goal-setting by asking what goals students want to achieve and by checking in with them about their progress throughout the semester. I encourage collaboration with other professionals through idea sharing and feedback from peers. I give students opportunities to practice their techniques and presentations and to re-write assignments after receiving feedback. I believe this teaches students the importance of learning from their mistakes and getting better. To prepare them for real-world scenarios, I encourage critical thinking by posing hypothetical situations.

One of the main goals I have achieved as a teacher is preparing students for their internships. I achieved this goal by staggering students' sessions from least independent to independent throughout the semester, providing practice opportunities, offering feedback on all sessions and assignments, and being available by responding to emails throughout the day and meeting with students via Zoom. Another goal I achieved was helping students reflect and edit their work. I gave opportunities for students to re-write assignments after they received feedback. I also scheduled time after each music therapy session for students to reflect on what they did well, and what they want to work on for the next session. I plan on using these strategies to assist me in achieving future personal and professional goals. Something that makes me unique as an educator is that I have held a variety of roles working with

students, both inside and outside the classroom, which gives me a unique a well-rounded perspective on students' needs. I hope to advance my career by pursuing my doctorate and other continuing education opportunities.

Diversity Statement

-Shealyn D. Schmidt-

I believe embracing diversity is foundational to fostering student success on campus and in our communities. Creating a classroom that welcomes and cherishes diversity leads to a community that is supportive and thriving. When students feel comfortable sharing their ideas based on their backgrounds and experience, it opens the minds of other students to think critically. Thinking critically is essential to student growth both inside and outside the classroom.

Growing up, my mother emphasized the importance of learning about people that look, think, and behave differently than me. My mother was the head of international exchanges for my home state. We consistently had exchange students living with our family, and it helped open my mind to both the beautiful differences and similarities among people. My mother stressed the importance of listening to understand without pushing my personal views. I now seek opportunities to meet and listen to people who are different than me, and I intend to foster a classroom where my students do the same.

As a resident assistant, orientation leader, and graduate teaching assistant, I became aware of the diversity that exists within the student body. I learned the importance of using inclusive language and a wide range of examples in my teaching. I also made a conscious effort to learn the correct pronunciations of my students' names before the first day of class. Through SAFE Zone training, I learned the importance of

being an ally for students in the LGBTQ+ community and providing my students with resources. All of my experiences have made me aware of the importance of connecting students with the right resources, which is something I aim to do for all of my students.

I also learned ways I could support students with differing abilities, through printing in a larger font for those with visual impairment and providing captioning for those with hearing impairments or Deaf students. I often consult my sister, who is hard-of-hearing and attended Gallaudet University, because she has insight into what provisions her school offered for Deaf students and those with visual impairments. I have also gained awareness about how all students learn differently. For this reason, I incorporate various modalities into my instruction such as providing instructional videos, written feedback, in-person modeling, and verbal instruction to help all my students be successful.

During the year 2020, the tragic deaths of George Floyd and Breonna Taylor among many others increased my awareness of the racist underpinnings of the United States that exist in all facets of life. In realizing this, I recognized that racism needed to be addressed within our communities, but also in our classrooms. This past year, I have spent time reflecting and taking seminars on how to support students of minorities, and how to create a supportive classroom environment. I have role-played with other educators on how to address racism in the classroom. I will continue to identify and address these within my classroom and invite educators of minority backgrounds to guest lecture in my classroom to educate myself and my students on pertinent issues.

While I have grown, I have also recognized the unconscious biases present in myself, on campus, and within my students. I have immersed myself in teaching seminars meant to help me recognize these biases and change the dialogue within my classroom. I intend to invite other educators into my classroom to help foster diverse perspectives. I am committed to making a continuous and conscious effort to reflect on my teaching to make a more inclusive and welcoming classroom environment.



MU 486:

Music Therapy Practicum Syllabus

Spring 2021



FACULTY CONTACT

SHEALYN SCHMIDT, MT-BC

GRADUATE TEACHING
ASSISTANT

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Office Hours by appt.



Course Description

Practicum is a course designed to gain the skills necessary to fulfill the American Music Therapy Association (AMTA) competencies. These competencies, combined with a 6-month internship, are necessary to take the Certification Board of Music Therapy (CBMT) Board-Certification exam. Practicum allows students to practice their music and therapeutic skills in real-world settings under the supervision of a MT-BC. Settings include, but are not limited to, memory care, schools, hospital, and in-home. Due to COVID-19, current placements are accessed via Zoom.

IMPORTANT DATES

OPENING MEETING

TH 1/21 5:30PM

VIDEO PROFICIENCIES

MON 3/1, TH 4/1 due by 11:59PM

IN-PERSON PROFICIENCIES

3/8-3/12, 4/5-4/9

COLLOQUIUM

WED 5/5 5:00PM



Settings

Brookdale

Population: Memory Care

Location: Small Clinic via Zoom

Time: Mondays, 9-10am

Student Music Therapists (SMTs):

Good Samaritan

Population: Nursing Care

Location: Small Clinic via Zoom

Time: Mondays, 3-3:45PM

SMT:

Laurel Elementary

Population: School

Location: Home via Zoom

Time: Wednesdays, 9-9:45am

SMT:

Session Plans & Notes

Session Plans & Session Notes will be uploaded to Google Drive.

Session Plans are due by 7PM the night before your pre-session meeting. Session Notes are due by 8am 2 days post-session (ie: If your session is Friday, your session note is due Sunday by 8am).

Grading:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: <60

Students are allowed ONE late session plan or session note per semester. Additional late plans/notes will receive 0pts.

One-time assignments are due on the assigned dates. Late assignments will be deducted 30%, with 5pts per day deducted the 3rd day after the due date. After 7 days, the assignment will receive 0pts.

AMTA Competencies

AMTA Competencies can be found on the AMTA website at <https://www.musictherapy.org/about/competencies/>

ASSIGNMENT DATES

Assignments/Events	Due Date	Time
Initial Meeting	1/21	5:30PM
Practicum Contract	1/22	5PM
Client Assessment	2/8	9am (Brookdale)
	2/8	3PM (Good Samaritan)
	2/10	9am (Laurel Elementary)
Regional Conference	3/7-12	varies by session
Midterm Eval/Video Evals	3/12	8am
Midterm Eval Meetings	3/15-19	by appt.
Colloquium Topic (L3)	3/5	5PM
Colloq. Topic Paper (L3)	3/26	5PM
Colloquium Slides (L3)	4/8	5PM
Colloquium (L3)	5/5	5PM
Final Progress Notes	5/7	8am
Final Eval/Video Evals	5/7	8am
Final Eval Meetings	5/10-14	by appt.

Pre-session Meetings, Session Plans & Notes due weekly—see attached calendar**

Proficiency Testing

<i>Video Proficiencies</i>	<i>3/1</i>	<i>11:59PM</i>
<i>In-person Proficiencies</i>	<i>3/8-12</i>	<i>by appt.</i>
<i>Video Proficiencies</i>	<i>4/1</i>	<i>11:59PM</i>
<i>In-person Proficiencies</i>	<i>4/5-9</i>	<i>by appt.</i>

ASSIGNMENT DESCRIPTIONS

Session Plans & Session Notes

These assignments are due weekly. Session plans outline the music therapy session broken into therapeutic music experiences (TMEs). Only the student leading the session that week should write a session plan. However, both students will submit a session note for every session. These session notes include subjective, objective, assessment and planning sections. Assessment and planning information should be based on goals and objectives set for the student's respective client in the original assessment.

Client Assessment

Students will write a narrative assessment on a client of their choice within their practicum setting. This assessment will include client description & assessment history, results of non-musical assessment, musical response and a treatment plan.

Final Progress Note

This note serves as a final assessment of the goals and objectives set in the initial client assessment. Students will discuss whether or not their client met their goals and objectives.

Colloquium

Colloquium is an opportunity for Level 3 practicum students to share their knowledge with Level 1 & 2 students. Level 3 students will select a topic on something they learned or tried during the semester in working with their client (ie: a specific music therapy technique, how to engage clients over Zoom, etc.). After topics are approved by the practicum supervisor, students will submit a pre-proposal and PowerPoint slides. Level 3 students will present their PowerPoint presentations over Zoom on 5/6 at 5PM.

Midterm & Final Evals/Video Evals

Students will evaluate their practicum skills in the categories of "Professional Behavior", "Musical Skills", "Facilitation/Treatment Delivery Skills". Students will also complete a narrative self-assessment based on video recordings. Students will meet with their practicum supervisors to discuss their performance.

All assignments will be submitted to its respective folder Google Drive, unless otherwise specified.

****Assignment templates & additional details available on Canvas****

COURSE OBJECTIVES & LEARNING OUTCOMES

Course Objectives:

- Students will practice piano, guitar, autoharp and singing skills.
- Students will gain an understanding of the strengths and needs of clients.
- Students will gain an understanding of the assessment process, and create effective session plans using research-based music therapy interventions.
- Students will implement music therapy techniques and interventions.
- Students will practice therapeutic verbal skills and rapport-building.
- Students will gain experience writing session notes.
- Students will develop competency in of the domains listed by the AMTA in preparation for professional internship.

Learning Outcomes:

By the conclusion of this course, students will be able to

- Perform on piano, guitar, autoharp and sing at or above level.
- Write effective session plans using research-based music therapy interventions.
- Create therapeutic rapport with a variety of clients.
- Write complete session notes.
- Write accurate and detailed client assessments and progress notes.
- Assess the effectiveness of their selected music therapy intervention.
- Assess their own skills and areas of need related to the AMTA Professional Competencies.

CSU Policies

COVID-19

Precautionary measures are being taken to keep student, staff, and clients safe and healthy. Practicum sessions will be conducted over Zoom. When using the small and large clinics for these sessions, cleaning and mask-wearing procedures will be followed. Additional information and updates on CSU's COVID-19 policies can be found on CSU's website listed below.

Disability Policy

CSU is determined to give every student the opportunity to be successful. Students seeking accommodations should contact the Student Disability Center (SDC). The main office is located on CSU's campus at TILT 121. You may also contact the office by phone at 970-491-6385 or by email at sdcc@colostate.edu.

Title IX

The Office of Title IX Programs and Gender Equity provides support resources and information related to sexual harassment, sexual misconduct, gender discrimination, and gender-based violence related to students, staff, and faculty. For more information, contact the office at 970-491-1715. You may also visit in-person on CSU campus at 123 Student Services Building in Fort Collins.

Counseling Center

CSU's counseling center is free and confidential. To schedule an appointment, call 970-491-7121. Individuals with urgent mental health concerns can speak with an on-call counselor 24/7 at (970) 491-7111. Students who are Deaf or hard of hearing may call 711 and Telecommunications Relay Services (TRS) to communicate with on-call counselors.

Additional information on Colorado State University policies can be found at:

<http://catalog.colostate.edu/general-catalog/policies/>

Graduate Teaching Certificate Program

Lesson Plan 1

TILT Graduate Teaching Certificate Lesson Plans

TITLE OF LESSON PLAN: Music Therapy & Movement – Being Intentional

LEARNING OBJECTIVES:

- To become familiar with musical elements to consider when designing music therapy interventions.
- To identify and intentionally select music & movements based on a client's preference, age, ability, and therapeutic goals.
- To gain practice implementing movement-based therapeutic interventions.

OVERVIEW OF ACTIVITIES:

I want my students to share their ideas in class and group discussion as well as on the JamBoard platform. I want them to actively share ideas and create interventions as a group. Additionally, I want my students to demonstrate their newly learned skills in the classroom.

Class Discussion: (5 minutes)

What does it mean to be intentional?

What are some things you are intentional about?

What are some ways we are intentional in music therapy?

JamBoard: (5 minutes)

Let's list some ways we can be intentional in our movement interventions.

(Examples: dynamics, meter, harmonics, tempo, age, ability, etc.)

Fix the Mix Group Game: (20 minutes)

We're going to break up into 4 teams: Team Mozart, Joan Jett, Ray Charles, and Taylor Swift. Make sure your group has 4-6 people. You are going to be my clients, and I will be the music therapist. This game is called "fix the mix" You are going to move along with the music and as a group decide what element of my therapeutic music intervention (TME) needs to be fixed.

Examples:

- No downbeats
- Harmonics going the wrong direction
- Inappropriate dynamics

- Tempo too slow
- Inappropriate meter

Group TME: (15 minutes)

I am going to come around and you will draw a song title out of my drum. These are all familiar I-IV-V songs. You will have 15 minutes to design a movement-based TME with your songs. Make sure you are intentional in designing your intervention. Afterwards, you will share with the class why you chose certain musical elements or movements.

walk around to support group discussions

Group Presentations: (12 minutes- 4 min/group)

Have students explain why they chose certain elements or movements, & lead class in their TME.

Class Reflections: (3 minutes)

Allow students to reflect with the class on what they learned during the activity, and what they hope to implement in sessions with their clients.

RATIONALE FOR SEQUENCING AND PACING ACTIVITIES:

I am beginning this activity with a topic familiar outside of our field, which is intentionality. By connecting this idea to their own life and education, I will support my students in understanding why it is important in the context of music therapy. By dedicating the most time to the Group Game and Group TME, the students will get to really explore what elements of a music therapy intervention should be selected intentionally.

ASSESSMENT:

I will assess the student outcomes by listening to group discussions, and by the explanation and presentation of their TME. The lesson will be seen as successful if students effectively choose and explain rationale for their interventions and are able to demonstrate the pertinent elements. The instructor will allow for subsequent classes to practice the musicality of the interventions.

SUPPLEMENTARY MATERIALS:

Computer & Projector for JamBoard

Student's computers, smartphones, tablets

Familiar song titles on paper slips

Drum & Guitar

Graduate Teaching Certificate Program

Lesson Plan 2

TILT Graduate Teaching Certificate Lesson Plans

TITLE OF LESSON PLAN: Music Therapy & Movement – A Framework for Movement

LEARNING OBJECTIVES:

- To become familiar with the ladder framework for movement interventions.
- To identify which direction to lead an intervention based on the ladder framework and a client's needs.
- To implement the framework while playing guitar and singing.

OVERVIEW OF ACTIVITIES:

I want my students to become comfortable with the ladder framework for movement interventions. I also want my students to be able to figure out which direction to take an intervention based on the ladder framework. Finally, I want my students to be able to demonstrate using the ladder framework while playing guitar and singing.

Making Connections: (7 minutes)

Last class period, we talked about being intentional with our clients, particularly in creating movement based TMEs. I am handing out a picture of a brain. In groups of 4-6, I want you to fill this brain with everything you should “keep in mind” based on our discussion last class period. One example we talked about was dynamics. It is important to be intentional or keep dynamics in mind when creating a movement-based intervention.

(Examples: dynamics, meter, harmonics, tempo, age, ability, etc.)

Class Discussion: (7 minutes)

Now that we've reviewed information on creating movement based TMEs, we're going to shift our focus to implementing them. Our journey begins with a ladder. My little sister outgrew me when she was in 5th grade and I was a senior in high school. One advantage of having a tall sister was using her height to my advantage. Now I have one of these things. On the lowest step, I still need a little help. On the highest step I can reach everything. The world is my oyster. That is where I can grab things independently. Why am I sharing my height struggles? A ladder framework also works in supporting our client in achieving their goals in music therapy. We can support them to be the most independent they can be. Today, we are going to use the ladder framework for movement-based goals.

As in my example, the:

Highest step→ clients are most independent

Middle step→ clients are somewhat independent

Lowest step→ clients are least independent

Image with Basic Outline of Steps: (5 minutes)

*Add steps to ladder picture.

Our ladder framework comes with 3 basic steps for teaching movements, starting with step 1 (least independent):



Step 3: Strum/play and sing song

Step 2: Strum/play chords while speaking movement

Step 1: Say movement in rhythm while demonstrating

Musical Demonstration: (10 minutes)

Here is how this would look if I was working on arm extensions for example.

We start with step 1: (demonstrating movement) Out and in, out and in, out and in, out and in

Step 2: (strumming) out and in, out and in, out and in, out and in

Step 3: (strumming) “I’ve been working on the railroad...”

Alright, someone give me another movement. (ex: leg lifts)

Perfect. And based on what we learned last week about appropriate meter, what would be a good song to use? (ex: Ob-La-Di Ob-La-Da)

Great! So based on this movement and song, it would go

Step 1: (demonstrating movement) up and down and, up and down and...

Step 2: (strumming) up and down and, up and down and...

Step 3: (strumming) “Ob-la-di Ob-la-da life goes on...”

Keeping in Mind (additions): (5 minutes)

This works great when things go from step 1, to 2, to 3. In your groups, I want you to brainstorm some things that you have to keep in mind while using this ladder framework. Then each group will share one of their ideas with the class.

(Examples: fluidly switching between steps, fluidly switching to guitar, supporting clients that lose their place etc.)

*go between groups to support students

Since clients may get lost or may not be following your movements correctly, you can

- a) go back down to a more supportive step in the ladder framework
- b) give stronger cues (downbeats, dynamics, eye contact, etc.)

We’re going to try scaling the ladder. If a client gets lost on step 3, we move down to step 2. If a client gets lost on step 2, we move down to step 1.

Client Demonstration: (5 minutes)

May I have a volunteer client? I am going to lead you in a movement-based exercise. Feel free to mess up the movements throughout the exercise. (demonstrate and verbally say which step you are moving to)

Now I am going to be the therapist, but you the class are going to be my “brain” or “mind”. (demonstrate and ask class which step to go to next)

Group Practice: (10 minutes)

In your groups, I want you to pick a song and movement based on what we discussed on your “mind” chart. Take turns playing client and therapist. First, I want everyone to try moving from Step 1 to Step 3 in stepwise order (no movement mistakes). After

everyone has had a chance to do this, try moving from Step 1 to Step 3 with mistakes included (scaling the ladder).

Class Demonstrations & Reflections: (10 minutes)

Have each group explain what was easiest and most challenging in using the ladder framework. Have each group explain how they felt as the client with this framework. Give opportunity for students to try it in front of class with me as the client.

RATIONALE FOR SEQUENCING AND PACING ACTIVITIES:

I am beginning this activity by connecting the material to the previous class which discussed intentionality. I gave less time explaining the ladder framework steps, and more time demonstrating the steps, as I feel like it makes more sense seeing/hearing it live. I also gave more time for group practice so students can try the framework for themselves, and that I have enough time to go from group to group to assess my students.

ASSESSMENT:

I will assess the student outcomes by their responses (selecting the correct steps) during the live demonstrations as well as seeing their implementation of the framework in their groups. The lesson will be seen as successful if students choose the correct steps of the framework and are able to walk through each of the steps in stepwise order and out of order based on client mistakes.

SUPPLEMENTARY MATERIALS:

Computer & Projector

Blank Mind Printouts

4 Guitars

Sample Feedback

Session Date: 2/1/2021

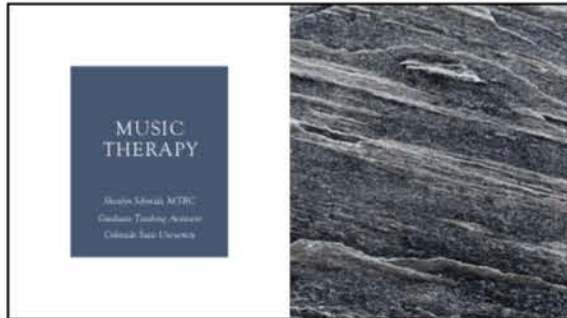
Things that went well:

- Flexibility/adaptability & incorporating the group's ideas
 - this allowed you to make changes throughout the session to help clients be successful and promote client engagement.
 - Related AMTA Competencies:*
 - 9.3 Use oneself effectively in the therapist role in both individual and group therapy, e.g., appropriate self-disclosure, authenticity, empathy, etc. toward affecting desired therapeutic outcomes.*
 - 9.4 Utilize the dynamics and processes of groups to achieve therapeutic goals*
 - 13.11 Promote a sense of group cohesiveness and/or a feeling of group membership.*
- Smooth transitions
 - this helped with the overall cohesiveness of your session and allowed your clients to easily follow along.
 - Related AMTA Competencies:*
 - 13.5 Utilize therapeutic verbal skills in music therapy sessions.*
- Calm demeanor
 - this helped your clients engage with you and supported their participation in TMEs. It also helped with the overall therapeutic dynamics of the group.
 - Related AMTA Competencies:*
 - 8.1 Demonstrate basic knowledge of the dynamics and processes of a therapist-client relationship.*
 - 9.3 Use oneself effectively in the therapist role in both individual and group therapy, e.g., appropriate self-disclosure, authenticity, empathy, etc. toward affecting desired therapeutic outcomes.*

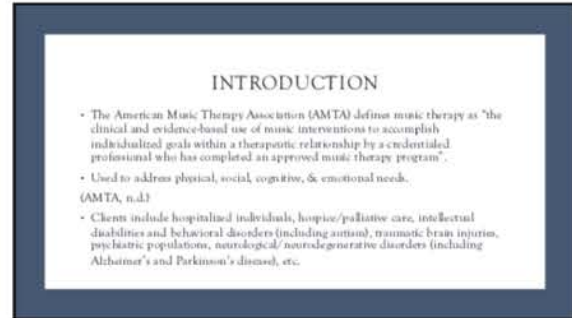
Things to work on:

- Breath support & appropriate keys for songs
 - this will allow the clients to hear you, and to sing along.
 - Related AMTA Competencies:*
 - 1.5 Transpose simple compositions.*
 - 4.1.4 Sing in tune with a pleasing quality and adequate volume both with accompaniment and acapella.*
- Ask more directed/closed-ended questions
 - this will help all of your clients, including those with impaired cognitive functioning, be successful in engaging and responding to your questions.
 - Related AMTA Competencies:*
 - 13.3 Provide verbal and nonverbal directions and cues necessary for successful client participation.*
- Give more concise instructions
 - this will help the clients understand your instructions & be successful in following along. It will also help enhance the therapeutic relationship through client's confidence in the therapist's decisions.
 - Related AMTA Competencies:*
 - 13.3 Provide verbal and nonverbal directions and cues necessary for successful client participation.*

What is Music Therapy?- PowerPoint



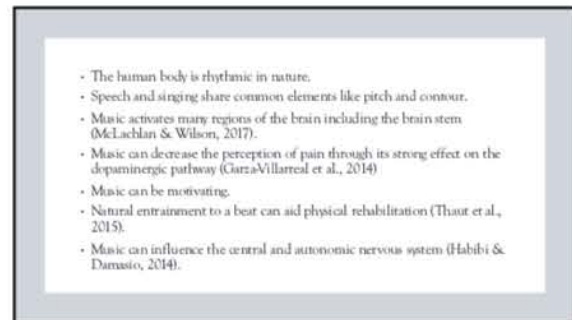
1



2



3



4



5



6

EDUCATION AND TRAINING

- Students complete 4 years of coursework in neuroscience, anatomy, psychology, human development, music history, music theory, music therapy, as well as taking instrument and vocal lessons.
- Students then complete a 6-month AMTA approved internship.
- After internship, students take the CBMT exam to become board-certified.
- Currently 83 AMTA-Approved Bachelor's programs, 41 Master's programs, and 10 PhD programs.

7

CSU MT PROGRAM

- Established in 1974
- Neurologic approach
- Research center
- Weekly rehab groups since 1996

8

MT DURING COVID-19

- Sessions via Zoom
- Creativity & Flexibility
- Music Technology
- Great potential (rehab & trauma)
- (Daily life: incorporate songwriting, music-assisted relaxation, children & learning, socialization for elderly)

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ADDITIONAL QUESTIONS

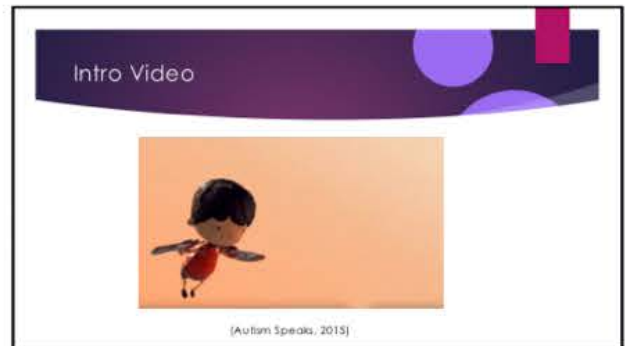
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11

Music Therapy & Autism- PowerPoint



1



2



3



4



5



6

Considerations for TMEs

- ▶ Age
- ▶ Severity
- ▶ Music preference
- ▶ Availability of peers/siblings
- ▶ Environmental stimulation (or over-stimulation)

7

My Experience

- ▶ Music Therapy & Applied Behavioral Analysis (ABA) Therapy
- ▶ Behavioral & NMT based programs (ed.)
- ▶ Clients 2-21 yrs
- ▶ Verbal & Non-verbal
- ▶ Co-morbid disorders (Down's syndrome, bipolar disorder, etc.)

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TME Examples

- ▶ Client: L
- ▶ Goal: Improve Communication skills
- ▶ Objectives: Client will say "My name is _____" in 3 consecutive sessions by Dec. 12, 2018.
- ▶ TME: Priming & rhythmic cueing to facilitate functional communication.

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TMEs

- ▶ ***Communication with a device
- ▶ Client: M
- ▶ Goal: Improve Communication Skills
- ▶ Objective: Client will communicate an appropriate response on device 70% of time (cumulative) after 10 consecutive sessions by December 12, 2018.
- ▶ TME: Fill in the blank/Call & Response

"On his farm he had a _____"

"I like to eat _____"

(Backwards chaining: start with final page, add add. pages)

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TME Examples cont.

- ▶ Client: D
- ▶ Goal: Increase fine motor skills
- ▶ Objectives: Client will tie shoes independently 75% of the time (cumulative) over the course of 8 consecutive sessions by Dec. 12, 2018.
- ▶ TME: Music strengthening fine motor skills through instrument playing, prompting motor responses & motor memory

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TME Exs

- ▶ Client: R
- ▶ Goal: Improve Social Skills
- ▶ Objective: Client will pass instrument to therapist/peer on 8/10 occasions in 4 consecutive sessions by December 12, 2018.
- ▶ TME: Music priming/facilitating sharing

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TME Exs

- ▶ Client: J.
- ▶ Goal: Improve Self Regulation/Cognitive Flexibility
- ▶ Client will transition from math classroom to home room without adverse behaviors in 3 consecutive sessions by Dec. 12, 2018.
- ▶ TME: Transitioning between different activities in the home with music, transferred to school environment via individualized Education Plan (IEP) meeting.

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Added: Activities of Daily Living (ADLs)

- ▶ Folding Laundry
- ▶ Getting Dressed
- ▶ Morning/Evening Routines
- ▶ Tying Shoes

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Questions?

- ▶ Email: shealyn.schmidt@colostate.edu

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Graduate Teaching Certificate Program

Workshop/Seminar Review Form 1

Date: 9/15/2020 (3-4PM)

Workshop/Seminar Title: Fostering an LGBTQ+ Inclusive Classroom

Presenter/Facilitator: Maggie Hendrickson

- 1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?**

The central topic of this workshop was how to bring inclusivity into your classroom/teaching environment. The facilitator's goal was to help us create a classroom environment where everyone feels welcome and valued.

- 2. What information in the workshop/seminar was most valuable to you?**

One of the most valuable pieces of information presented by Maggie, was that you do not need to know everything to be an ally. Being an ally includes listening to those within the community and growing from mistakes you make while trying to create a welcoming environment.

- 3. How will you connect that information to your own pedagogical endeavors?**

I will create a classroom environment that is welcoming, and that respects others sexual orientation and gender identification by respecting others' pronouns, and by avoiding using only heteronormative examples in class. I will also list the PRIDE Center and cultural centers on my syllabus as resources.

- 4. After attending this workshop/seminar, what additional information would you like to seek about this subject?**

I would love to know more about CSU's PRIDE center and what it offers. I would love to know if they do any sorts of in-class presentations which could benefit my students and the learning environment. I would also like to know how I can better handle situations when there are students who are being disrespectful to students in the LGBTQ+ community.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 2

Date: 10/5/2020 (3-4:30PM)

Workshop/Seminar Title: Learner-Centered Syllabi Part I: Creating a Learner-Centered Syllabus

Presenter/Facilitator: Hailey Otis

- 1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?**

The purpose of this workshop is to introduce syllabus writing, and how to make a syllabus learner centered. The presenter's goal was to help us be successful in creating a syllabus that helps students be successful and feel supported in our classroom.

- 2. What information in the workshop/seminar was most valuable to you?**

What was valuable to me was learning what information to put in my syllabus, and how to use language that's inclusive. It was also helpful learning about giving students choices in material and format wherever you can to create an active learning environment where students have autonomy.

- 3. How will you connect that information to your own pedagogical endeavors?**

I have used the information I learned and incorporated it into my syllabus. I aimed to use inclusive language and to create opportunities for students to have choices.

- 4. After attending this workshop/seminar, what additional information would you like to seek about this subject?**

I would love to learn more about specific ways of altering an existing syllabus to make it more learner centered. I would love some examples.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 3

Date: 2/1-2/21/21

Workshop/Seminar Title: Best Practices in Teaching at CSU: Inclusive Pedagogy
Module 1: Inclusive Pedagogy Begins with You

Presenter/Facilitator: Kayla Nuss, Beth Wittmann

1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?

The central topic is inclusive pedagogy. The facilitator's goals are to define inclusive pedagogy, help us identify our own social identities, beliefs, abilities and how they relate to inclusive teaching.

2. What information in the workshop/seminar was most valuable to you?

The information most valuable to me was learning which groups are marginalized. This gave me a better idea of ways in which I need to make my teaching strategies inclusive of all groups, particularly the marginalized ones. It also made me aware of my own privilege.

3. How will you connect that information to your own pedagogical endeavors?

I will incorporate activities that are inclusive to all students, including those that differ from myself in terms of their social identities. I will make sure that a wide variety of perspectives are represented in my classroom and teaching.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

I would like to know more about marginalized groups, and how I can support students in these various groups. I would love to visit some of the campus resource including the cultural centers, pride resource center, and the student disability center, to name a few.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 4

Date: 2/1-2/21/21

Workshop/Seminar Title: Best Practice in Teaching at CSU: Inclusive Pedagogy
Module 2: Foster an Inclusive Classroom Community

Presenter/Facilitator: Kayla Nuss, Beth Wittmann

1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?

The central topic was how to make your classroom environment inclusive. The presenter's goals were to help us identify and address microaggressions in the classroom and design a student-centered classroom.

2. What information in the workshop/seminar was most valuable to you?

The information that was most valuable to me was how to address microaggressions. I learned a lot of great strategies to address situations where microaggressions arise.

3. How will you connect that information to your own pedagogical endeavors?

I will set class norms in the beginning, involving my students in the process. This will set the tone for the semester. This should help prevent some microaggressions, while I will address other microaggressions as they arise.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

I think addressing these in the classroom, as well as recognizing when they occur can be challenging. Therefore, I would like to learn more about different types of microaggressions so I can both recognize and address them.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 5

Date: 2/1-2/21/2021

Workshop/Seminar Title: Best Practices in Teaching at CSU: Inclusive Pedagogy
Module 3: Curriculum & Instruction

Presenter/Facilitator: Kayla Nuss, Beth Wittmann

1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?

The topic and purpose of this workshop/seminar was to create an inclusive learning environment. Some of the facilitator's goals included learning researched teaching methods to support all learners and create a positive, engaging classroom. They also sought to help us use grading and feedback to inform our teaching and demonstrate knowledge of CSU resources to support these goals.

2. What information in the workshop/seminar was most valuable to you?

The most valuable information I received was knowledge about strategies to implement to create an inclusive classroom, as well as teaching practices including "goal mindset" and "strengths-based teaching". The feedback I received from other graduate assistants on how to make my classroom activities more inclusive was beneficial to using the principles of this course in a real-world application.

3. How will you connect that information to your own pedagogical endeavors?

I will connect this information to my own pedagogical endeavors by finding ways of incorporating inclusive teaching strategies to make my lessons and activities supportive of all my students.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

I would love to hear from professors at CSU, and what inclusive activities and strategies have worked best for them and their students. I would also like to know

how they recognized when something was not inclusive, and how they changed it to make it more inclusive.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 6

Date: 2/23/2021

Workshop/Seminar Title: International Symposium: Global Engagement in Higher Education

Presenter/Facilitator: Joyce McConnell & Kathleen Fairfax

1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?

The central topic was the importance of global engagement. The goals of the presenters was to explain the purpose of global engagement in higher education, and all the facets in which it is vital.

2. What information in the workshop/seminar was most valuable to you?

I found it valuable learning about courageous strategic transformation (CST) within higher education institutions. I loved learning about the importance of global engagement in terms of intercultural understanding, climate change, food production, and disease. These are vital to creating a healthy planet and flourishing humanity.

3. How will you connect that information to your own pedagogical endeavors?

This is importance knowledge to help me support my students to be engaged and informed world citizens. It will also help me tie my class material to a larger purpose.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

I would love to learn more about how I can tie global engagement to my teaching practices. I would also like to learn more about CSU's specific global engagement efforts.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 7

Date: 2/23/2021

Workshop/Seminar Title: International Symposium: The Confluence of Diversity, Equity, Inclusion and International Education

Presenter/Facilitator: Malaika Serrano, Craig Chesson, Eric Aoki

1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?

The central topic was the importance of diversity, equity and inclusion in international education. The facilitators goals included promoting our self-awareness of our own identities and intersectionality of those identities. Their goals also included facilitating open communication between faculty and students, growing intercultural competence, and how positive outcomes come from diverse students engaging in international education and study abroad.

2. What information in the workshop/seminar was most valuable to you?

I found it valuable learning about creating “pockets of vulnerability”, where we are able to take risks in engaging in intercultural conversations by sharing personal experiences with students where we grew from trial-and-error. Malaika discussed the importance of leaning into differences, leading with positive intent, and knowing your identities as work begins with yourself.

It was also helpful learning the dangers of applying a single narrative to a certain identity. Don't dismiss one culture or identity from one bad experience or misunderstanding. I loved learning about the asset-based view of “cultural capital wealth” that diverse students bring to the international platform. It was also helpful learning travel itself can open your mind to different backgrounds and identities.

The importance of listening was also emphasized in this session. The facilitators encouraged not making assumptions about other individuals' identities, as some may be hidden. By listening it allows you to make space for an open channel of communication. Craig mentioned that communication that is cooperative. There has to be some bridge-building between two individuals from two different cultures before sharing your identities.

3. How will you connect that information to your own pedagogical endeavors?

This information will help me to support my students by incorporating intercultural competence and perspectives on a daily basis and opening their minds to communications with those from different backgrounds. I will also bring in facilitators that can help with discussions on which I have less knowledge. I will promote inclusive pedagogy by fostering motivation, prompting students to self-reflect on their identities, promoting active listening, and encouraging students to view things outside of binaries. I also intend to travel more to learn more about international perspectives, and how I can make myself more culturally competent.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

I would love to hear more personal experiences about international students at CSU, or minoritized CSU students that have studied internationally.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 8

Date: 2/25/2021

Workshop/Seminar Title: Creating a Teaching Philosophy

Presenter/Facilitator: Debora Colbert & Hailey Otis

1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?

The central topic was creating a teaching philosophy. The presenters' goals were to make us aware of the guidelines, give us strategies to get started, and to introduce the Teaching Effectiveness framework.

2. What information in the workshop/seminar was most valuable to you?

I found it valuable learning about what a teaching philosophy is and getting to see some examples. I did not know what a teaching philosophy was before this seminar, and now I feel that I have a good idea of what it is, and what it should include.

3. How will you connect that information to your own pedagogical endeavors?

This is important knowledge to help me to be more purposeful in my teaching strategies and look for evidence whether or not my teaching strategies are effective. I will also look at research of current best practice, and incorporate those strategies into my teaching.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

I would love to learn more about research regarding current best practices in teaching, so I can use it to inform my own teaching philosophy.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 9

Date: 3/2/2021

Workshop/Seminar Title: Knowledge Instructors Need to Implement Asset-Based Instruction

Presenter/Facilitator: Dr. Francesca Lopez

1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?

The central topic was the importance of using asset-based instruction. Dr. Lopez goals included explaining K-12 experiences in access to higher education, explaining why we need asset-based pedagogy and how to cultivate it.

2. What information in the workshop/seminar was most valuable to you?

I found it valuable learning about how expectations for our students will influence their beliefs in their own abilities. I also felt it was helpful learning that language can be a prejudice in schools, and that there should not be an effort to correct students' language but focus on the content. It was valuable to learn the importance of ensuring students see themselves in the pedagogy.

3. How will you connect that information to your own pedagogical endeavors?

I will connect this information to my own pedagogical endeavors by giving students choices and being effortful in setting my expectations of students. I also will make an effort to learn my students' name pronunciations and pronouns. I would also like to give several opportunities for feedback before they complete certain musical assessments.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

I would like to learn about more ways to incorporate asset-based teaching in unique ways, such as the Teach Rock program discussed in this seminar.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 10

Date: 3/3/2021

Workshop/Seminar Title: Creating an Asset-Based Syllabus

Presenter/Facilitator: Dr. Francesca Lopez

1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?

The central topic was the creating an asset-based syllabus. The presenter hoped to help us create an asset-based syllabus with required, and additional student-centered material.

2. What information in the workshop/seminar was most valuable to you?

I found it valuable learning about using verbs in my syllabus to help students understand the learning outcomes and seeing a list of helpful verbs to use. It was helpful hearing ways Dr. Lopez creates flexibility and choice within her syllabus. It was also useful learning to make choices in your syllabus to support your students and also yourself when it comes to grading.

3. How will you connect that information to your own pedagogical endeavors?

This knowledge will help me support my students by writing a syllabus that I incorporate asset-based content. I will also reflect and re-write my learning outcomes to show students what the course should help the accomplish. It will also list clear expectations with as much flexibility and choice as I can provide.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

I would like to receive feedback on my syllabus as a whole, to make sure it incorporates asset-based content. I would also like to learn more about helping balance flexibility and accountability in establishing expectations for students.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 11

Date: 3/11/2021

Workshop/Seminar Title: Crafting a Teaching Persona for Online Learning

Presenter/Facilitator: Hailey Otis

1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?

The central topic was on perspectives on teaching personas broadly, and key questions/concerns regarding online teaching personas particularly while navigating remote learning during the COVID-19 pandemic.

2. What information in the workshop/seminar was most valuable to you?

I found it valuable learning about evidence-based strategies to be present in our online classroom. I specifically enjoyed learning about making information about yourself available within your course to help establish a personal connection with your students. This knowledge to help me support my students in being engaged and feeling connected with myself and with other students. It will also help create interest in the subject matter and coursework.

3. How will you connect that information to your own pedagogical endeavors?

I plan on being conscious of my username choice and incorporating my pronouns. I plan on uploading information about myself and my professional interests and endeavors. I also plan on allowing my students to meet me virtually. I also plan to send out weekly updates to keep students up to date with course material.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

I would like to learn more about how to structure online courses in which the material is usually taught hands on, such as in instrument lessons.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 12

Date: 4/30/2021

Workshop/Seminar Title: Intercultural Communication Competency

Presenter/Facilitator: Eric Aoki

- 1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?**

The central topic was on increasing intercultural communication competency.

- 2. What information in the workshop/seminar was most valuable to you?**

I found it valuable learning about the Communication Accommodation Theory. This is how individuals accommodate speech and nonverbal communication others in intercultural interaction. I learned the importance of achieving the conscious competence zone but being careful to not over-accommodate or seem disingenuous.

- 3. How will you connect that information to your own pedagogical endeavors?**

I plan on working on my communicative alignment or coming from a place of understanding to understand where my students are coming from.

- 4. After attending this workshop/seminar, what additional information would you like to seek about this subject?**

I would like to learn more about opportunities of intercultural experiences available to students and professors at Colorado State University.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 13

Date: 5/24/21

Workshop/Seminar Title: Best Practice in Teaching at CSU: Active Learning: Module 1: Overview

Presenter/Facilitator: Kira Marshall-McKelvey, Hailey Otis, & Debora Colbert

1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?

The central topic was active learning. This module was meant to describe the purpose of active learning formative assessment and checks for understanding.

2. What information in the workshop/seminar was most valuable to you?

I found it valuable learning different types of active learning activities. The articles provided in this course gave me a lot of ideas about how active learning can be implemented. I

3. How will you connect that information to your own pedagogical endeavors?

I will connect this information to my own pedagogy by implementing some of the different ideas given in this course. I will also use this information to assess whether I am including enough opportunities for active learning in my teaching.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

I would like to learn more about which active learning activities may be suited better for music learning, other than practicing itself.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 14

Date: 5/24/21

Workshop/Seminar Title: Best Practice in Teaching at CSU: Active Learning: Module 2: Examine & Develop Your Teaching

Presenter/Facilitator: Kira Marshall-McKelvey, Hailey Otis, & Debora Colbert

1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?

The central topic was active learning. This module was meant to determine the most challenging concepts in my course and designing an active learning experience for this content.

2. What information in the workshop/seminar was most valuable to you?

I found it valuable reflecting on my own course material and working through challenging concepts. I found it helpful reading other teachers' ideas for implementing active learning. It gave me ideas of what I can incorporate to make difficult concepts more approachable.

3. How will you connect that information to your own pedagogical endeavors?

I will connect this information to my own pedagogy by designing active learning experiences for additional concepts in my course.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

I would like to learn more about assessing which concepts students are struggling the most with.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 15

Date: 5/24/21

Workshop/Seminar Title: Best Practice in Teaching at CSU: Active Learning: Module 3: Practice & Reflect

Presenter/Facilitator: Kira Marshall-McKelvey, Hailey Otis, & Debora Colbert

- 1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?**

The central topic was active learning. This module was meant to apply classroom management techniques to active learning strategies.

- 2. What information in the workshop/seminar was most valuable to you?**

I found it valuable learning about the importance of planning and being intentional. I realized that it is helpful to have your planning and dialogue timed, so you can get through the material in the allotted time.

- 3. How will you connect that information to your own pedagogical endeavors?**

I will connect this information to my own pedagogy by being intentional about my active learning strategies, and by dedicating time to planning out my lesson timing and dialogue.

- 4. After attending this workshop/seminar, what additional information would you like to seek about this subject?**

I would like to learn more about how to assess whether or not your active learning experience was successful, and how to make modifications to those that were unsuccessful.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 16

Date: 7/4/2021

Workshop/Seminar Title: Best Practices in Teaching at CSU: First Four Weeks

Presenter/Facilitator: Hailey Otis, Debora Colbert, Kira Marshall-McKelvey

1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?

The presenters' central topic/purpose for the workshop was to give us information and resources to help our students start off the semester strong. Starting off the semester strong leads to the best educational outcomes and success rates for students.

2. What information in the workshop/seminar was most valuable to you?

The first central topic was student success at CSU. I found the statistics on graduation rates valuable, as it informed me why the first four weeks make a difference in students' success. I also found the strategies to start off the semester strong helpful, as it gave me ideas on how to support my students.

3. How will you connect that information to your own pedagogical endeavors?

After learning that students typically observe for the first third of the semester, I plan to place strong energy and emphasis on the first part of the semester to set expectations. I also plan on giving a low-stakes assessment to examine my effectiveness after the first part of the course and set a pattern for students' academic success.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

I would love to know more about how to identify and support students who are struggling in the first several weeks of class.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 17

Date: 7/4/2021

Workshop/Seminar Title: Best Practices in Teaching at CSU: First Four Weeks

Presenter/Facilitator: Hailey Otis, Debora Colbert, Kira Marshall-McKelvey

1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?

The presenters' central topic/purpose for the workshop was to give us information and resources to help our students start off the semester strong. Starting off the semester strong leads to the best educational outcomes and success rates for students.

2. What information in the workshop/seminar was most valuable to you?

The second central topic was creating community and content on the first day. I found these strategies helpful, as they gave me concrete ways of establishing connections with students and preparing them for the course.

3. How will you connect that information to your own pedagogical endeavors?

I will implement both content and community strategies throughout the semester, but particularly on the first day of class. The community building strategy I would implement the color jacuzzi. I feel like it is a great ice breaker for my students because we have a lot of creative thinkers, and it makes students think outside the box. The content-related teaching strategy I would implement is the connections practice on the first day. I would choose content related to music therapy clients, what type of music is best for certain clients, and what needs they may have based on specific diagnoses.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

I would love to know more about ways to capture the attention of your students from the beginning and draw their engagement with each other and the course material.

Graduate Teaching Certificate Program

Workshop/Seminar Review Form 18

Date: 7/4/2021

Workshop/Seminar Title: Best Practices in Teaching at CSU: First Four Weeks

Presenter/Facilitator: Hailey Otis, Debora Colbert, Kira Marshall-McKelvey

1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?

The presenters' central topic/purpose for the workshop was to give us information and resources to help our students start off the semester strong. Starting off the semester strong leads to the best educational outcomes and success rates for students.

2. What information in the workshop/seminar was most valuable to you?

The third central topic was assessing prior knowledge. I found this topic especially valuable. Because I teach both undergraduate and graduate students in the same course, it is difficult to know what gaps or differences in background knowledge exist. Some graduate students have backgrounds in other fields as well, which may impact their prior knowledge.

3. How will you connect that information to your own pedagogical endeavors?

I will connect this information by identifying and addressing inaccurate prior knowledge. I think this will be especially crucial in my teaching as I teach undergraduate students and graduate equivalency students within the same course. Assessing prior knowledge at the beginning of the semester will allow me to identify where my students need the most support and create lessons that support their growth and learning.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

I would love to know how much time should be spent addressing prior knowledge if there are many students struggling in an area. I would also like to know if inaccurate

prior knowledge should be addressed for the first several classes, or if it should be incorporated into regular lessons.

Inclusive Lens Worksheet

Teaching through an Inclusive Lens

Directions: Use the content from this module (or other resources) to revise 3 – 5 of your current teaching practices to make them more inclusive.

Name: Shealyn Schmidt

Course: MU 468

Week	Activity	Inclusive Addition	Is this addition about You, Students, or Content?	Rational/Notes
Week 1	Ice Breaker—5 similarities, 5 differences	I will first instruct my students that they will be finding things they share in common with each other and give some examples. I will then have my students break into groups. Each group will attempt to find 5 things in common between all group members, and 5 differences between all group members. Someone in each group will write down these similarities and differences. We will come back and discuss group findings as a whole. We will discuss how both common traits and differences can benefit learning and growth both inside and outside the classroom.	Students	<p>I did not do an icebreaker this semester. After learning about the importance of inclusivity, I think it is important to use an icebreaker to help set the tone for the semester.</p> <p>This activity supports a diverse group of learners by finding commonalities which also discussing the importance of differences. I will make sure to prepare specific examples related to the importance of both.</p> <p>(ie: Arya likes playing piano, and Jamal likes playing guitar. Even though they both like different instruments, they both love music.</p> <p>Doctors & counselors both have different backgrounds. However, they share a commonality of trying to improve patients' quality of life)</p>
Week 4	Invite member(s) of Association of the Black Music Therapy Network,	Our speaker will present information supporting the importance of cultural awareness within music therapy from a BIPOC perspective, while highlighting the importance of a broader cultural awareness within our field. Prior to the	Content	I have often given my students my thought and ideas on being culturally competent within sessions but have not brought in an outside perspective. After learning more about inclusivity and diversity, I think it would benefit my students to have a speaker with a background different from mine.

	<p>Inc. to speak about leading a culturally competent practice</p>	<p>speaker, I will post questions/topics to consider to help guide their questions for the speaker.</p> <p>I will explain that we need to realize with our vast client base, that we need to factor in diversity to our practice. This includes using music and instruments that encompass a multitude of cultures. This also means approaching therapy in an open way, with a willingness to learn and grow and respect clients' differences.</p> <p>After listening to the speaker, I will have students look at our CSU music therapy song database. I will have each student find 2-3 songs that reflect cultural awareness and that could be applicable to their clients.</p>		<p>This activity will support students in their professional growth through inclusion of diverse perspectives. These diverse perspectives prompt students to think critically and self-reflect on their current practice.</p> <p>To promote further learning and encourage critical thinking, the students would be invited to ask our guest(s) questions. Students would be instructed to write 3 ways they can incorporate cultural competency into their practice.</p>
Week 8	Signature Strengths	<p>During our weekly post-session meeting, I will discuss with each student strengths I have seen them demonstrate throughout the semester. I will also suggest ways they can continue to build on those strengths. Afterwards, I will ask students to review their semester so far and identify several strengths they feel they have demonstrated. I will then have them take the VIA character strengths survey online. Strengths that I identify, the student identifies, and that show up on the survey will be written</p>	Students	<p>I have made it a priority to emphasize my students' strengths throughout the semester. I have also had students discuss their strengths. After learning more about strengths-based learning, I think it's important to keep this idea as a central focus. I think the survey will be a nice way to involve students actively in this process.</p> <p>This activity supports strengths-based learning discussed in this course. It helps students identify their strengths and build upon them.</p> <p>One way to take it further would be to brainstorm with students how they</p>

		down somewhere the student can reflect back to.		can use their identified strengths both in the classroom, and in their professional work.
Week 12	Constantly growing-- My experience & the experiences of other professional music therapists	<p>I would begin with an example of personal growth from when I was in undergraduate school until now. I will discuss how growth happens both personally and professionally. To demonstrate my professional growth, I will tell students about some of my music therapy practicum and internship experiences and key points that I learned. I will give examples of great sessions that I had, as well as sessions that did not go well. Students will brainstorm why each session went well, or poorly, and what could have been done differently. I will then have students do the same exercise for their own sessions.</p> <p>I will invite several colleagues in different settings (residential treatment/hospice/nursing homes/cancer care/etc.) to discuss their growth as professionals and what they learned along the way. This will allow students to learn from a variety of diverse professionals who work in multiple settings.</p> <p>Growth will be discussed, and how it is a process, not an end result. I will emphasize that there are many different ways we can approach a session as long as we keep our clients' best interests and therapeutic goals in mind.</p>	Me, Content	<p>From this course, I have learned the importance of the growth mindset. I think by sharing some of the ways I have grown in my professional career as well as how I continue to grow, students will be able to see that growth is not a destination but an interactive process.</p> <p>This activity is related to the concept of growth mindset. This activity will help the students feel supported in their learning, personal and professional growth. It will get them thinking critically of how to lead an effective session. I would share both good & bad examples to show that everyone has to start somewhere and emphasize the importance of growth. It will also demonstrate the importance of professional collaboration.</p>

Inclusive Pedagogy Reflection

The learning outcome that I have experienced the most growth in during this training is to “incorporate inclusive pedagogy into your planning and instruction.”

While I tried to always create an inclusive classroom environment, I did not plan activities while actively incorporating elements of inclusivity. This outcome made me aware of the importance of incorporating this practice not only in the classroom, but in the planning stage. This course taught me the importance of consciously incorporating inclusive practices and activities into my semester outline to foster and create inclusivity.

This learning outcome is important to me because it helps me to have constant awareness if what I am planning is inclusive or not, as well as how I can make it more inclusive. This will help me be a better graduate teaching assistant because I will consciously be supporting my diverse student body and helping instill values of inclusivity in my students as well. The suggestions and tools provided by this training supported my growth in this area. Specifically, the inclusivity lens worksheet was helpful in organizing my classroom activities and integrating what I have learned in this course.

In addition to the worksheet itself, the feedback I received from peers was beneficial in helping me create inclusive activities, and in prompting my critical thinking. Peer feedback allowed me to improve my classroom activities and make them

more inclusive. This type of feedback allows for self-reflection, and a diverse perspective on different ways to create an inclusive classroom. Receiving feedback from peers and colleagues on my classroom activities is something I would like to incorporate moving forward.

I plan to continue my growth related to this learning. In addition to seeking peer feedback, I plan to continue growing by researching more inclusive activities to incorporate in my classroom. These activities will be created to support a diverse group of learners and help them be successful both inside and outside the classroom. I also plan to seek out more ways to instruct inclusively in the classroom in the moment. I feel that this will help me address issues that arise within the classroom, as well as establish and maintain an inclusive environment.



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INCLUSIVE PEDAGOGY

2/21/2021

Dr. Gwen Gorzelsky - Executive Director
The Institute for Learning and Teaching

Active Learning Worksheet

Name: Shealyn Schmidt

Course/Course Number: MU 486

Active Learning Planning Template

Active Learning Considerations		Notes
Choose Content	<ul style="list-style-type: none"> With which of your course learning outcomes does this activity align? (If none, don't do the activity.) How important is this content to student success in the class? Begin with the most essential or challenging content. How much of a cognitive lift is this concept for many/most students? Active learning gives students more time to process concepts that require more cognitive lift. Quick checks for understanding can be used for lower level concepts. More involved activities can be planned for higher level, critical thinking. 	<p>Answer questions: My activity aligns with the course learning outcome of implementing movement-based therapeutic music experiences (TMEs). This content is essential to working with older adult clients. This is a moderate cognitive lift because there are specific steps that need to be performed in order and simultaneously.</p>
Research Activity Options	<ul style="list-style-type: none"> Integrating Instructional Strategies--Ten Tips for Active Learning Exercises that Complement What You Already Teach PDF from Deborah Garrity (Biology) and Kerry MacFarland (Chemistry); see slides 5 - 17 Instructional Strategies & Classroom Assessment Techniques (CATS) to Engage Students, Assess Understanding, and Provide Feedback resource /TILT website and page 4 of this document The TILT Residential to Remote: Active Learning Strategies by Instructional Modality resource was developed to help faculty make that transition and foster 	<p>Which resource(s) did you use? I used the "Categorizing Grid" from the TILT Residential to Remote: Active Learning Strategies by Instructional Modality. I also used "Class Modeling" from Instructional Strategies & Classroom Assessment Techniques (CATS) to Engage Students, Assess Understanding, and Provide Feedback.</p>

Active Learning Considerations		Notes
	<p>active learning in their online and hybrid classes.</p> <ul style="list-style-type: none"> • DBER - <i>Discipline Based Educational Research</i> for your content area • MERLOT • Teachers pay Teachers • Colleagues or your own previously used activity • Professional Society in your field • Google search “lesson plan for _____” (be careful of the Google rabbit hole) 	
Consider these Questions to Choose an Activity	<ul style="list-style-type: none"> • How often have you used this strategy recently? Do you need to add variety? • What time of day is the class? Do students need to move around? • If the course is online, will the activity transfer easily to an online format? • Is this activity accessible to <i>all</i> of your students? If not, how will you accommodate? • Does this activity require materials? Are they easily accessible? Affordable? • Are you ready for this activity; does it fit your comfort level? (If it doesn't, don't do it!) • How experienced are students with this active learning technique? If it is new, allow extra time and give as much structure as possible (without making it too tedious). 	<p>Which activity(ies) did you choose?</p> <p>I chose the Categorizing Grid and Class Modeling to help students implement a movement-based therapeutic music experience.</p>

Active Learning Considerations		Notes
Consider your Audience/Students	<ul style="list-style-type: none"> What do they need to know to complete this activity? Is this content or skill from a previous class or this class? Are students ready for this activity? (With adequate background knowledge? With knowledge of <i>how</i> to engage in the activity? With knowledge and skill for <i>how</i> to engage with peers intellectually? With the <i>purpose</i> of the activity? With clear and specific directions?) Will this activity work with the number of students in my class? 	<p>Do you need to prepare students for this activity? If so, how?</p> <p>I need to prepare students for this activity by having them bring an instrument and prepared song to class. I also need to prepare them by giving them the steps in the movement implementation process.</p>
Consider Time	<ul style="list-style-type: none"> How much time do you have? How much will you need? How much preparation does the activity require? Is there grading involved in the activity? Does it <i>need</i> to be graded? (see Consider Activity Results for more considerations) 	<p>How much class time will you need?</p> <p>I will need 20 minutes for students to complete and have a discussion about the Categorizing Grid. I will need an additional 30 minutes of class time for the Class Modeling.</p> <p>How much out-of-class time will you need?</p> <p>I will need about 1.5 hours of out-of-class time to prepare and print the Categorizing Grid and practice musical modeling.</p>
Consider Activity Results	<ul style="list-style-type: none"> What do you want students to know/be able to do as a result of this activity? Will the activity generate the intended learning outcome(s)? What (if anything) will students produce? 	<p>What is your intended outcome for this activity(ies)?</p> <p>My intended outcome of this activity is for the students to become familiar with</p>

Active Learning Considerations		Notes
	<ul style="list-style-type: none"> How will you check for student understanding? (How will you know the activity worked?) How will you share results with students so <i>they</i> can check their level of understanding and take steps to develop skills as self-directed learners? Will there be a formative assessment or higher stakes (summative) assessment? 	<p>implementing a stepwise movement-based therapeutic music experience that they can use with their clients.</p> <p>How will you know/check for understanding? I will check their knowledge or understanding by having the students apply the steps into class modeling. I will act as a client, so they get practice adapting according to their clients' needs.</p>
Prepare the Activity	<p>Activity Title: Move & Groove: Steps to Movement-Based TMEs</p> <p>Learning Outcome: Implement movement-based TME</p> <p>Materials Needed: (handouts, index cards, sticker dots, markers, etc.) Categorizing Grid, Guitar or Piano, list of movement implementation steps</p> <p>Formative Assessment: (Would this be:</p> <p>5/5 completed categorizing grid and participated in live demonstration</p> <p>4/5 completed 75% categorizing grid and participated in live demonstration</p> <p>3/5 completed 50% categorizing grid and participated in live demonstration</p> <p>2/5 completed less than 50% categorizing grid or did not participate in live demonstration</p>	<p>Check off items you've prepared.</p> <p>X activity outcome</p> <p><input type="checkbox"/> formative assessment aligns with outcome</p> <p>X materials organized and easily distributed</p> <p>X clear/transparent directions</p> <p><input type="checkbox"/> directions checked for accessibility</p> <p>X written out for students either on paper or projected</p> <p>X oral explanation prepared</p>

Active Learning Considerations		Notes
	<p>1/5 completed less than 50% categorizing grid and did not participate in live demonstration</p> <p>0/5 did not complete categorizing grid or participate in live demonstration)?</p> <p>Directions: Please bring your guitar and a simple 2-3 chord song to class. We will be practicing steps to implement a movement-based Therapeutic Music Experience (TME). The three steps are 1) speak the movement in rhythm while modeling, 2) speak the movement while strumming your guitar, and 3) singing and strumming. If a client shows difficulty following along in step 2 or 3, return to the previous step until the client is successful. I have several images with dialogue, and we are going to put them into a grid according to what comes next.</p>	Need a little clarity on the “formative assessment” and “directions checked for accessibility”.
Prepare to Manage the Activity	<p>Check off items you are ready to implement.</p> <p>X Students are familiar with type of activity or if activity is new, explicit directions included on how or what to do during activity (what students will do that will most benefit their learning - a better way to say “expectation”)</p> <p>X know how students will be grouped</p> <p>X prepare students to be effective group members (See Students Riding on Coattails during Group Work? Five Simple Ideas to Try)</p> <p>X all parts of activity timed - ready with a timer to adhere to time</p> <p>X prepared to bring students back together during activity (attention getter)</p> <p>X prepared to handle students who do not want to join a group</p>	<p>Notes/questions/ideas:</p> <p>After reviewing an article suggested by a classmate in this course, I plan on giving students a lot of choice in group assignments. I also plan on allowing time for students to get to know each other and establish group norms before beginning the activity. This should hopefully help students who do not want to join a group become more open to the idea.</p> <p>I am curious how other</p>

Active Learning Considerations		Notes
	<p>X “with-it-ness” - attention to all groups by instructor and/or TAs, attention to timing, attention to student needs, able to be flexible ‘on the fly’</p> <p>X ready for unexpected questions, student reactions, concerns, and needs</p> <p>X confidence to proceed with activity</p>	<p>professors and TAs have timed their activities, and if there are instances (like important group discussions) where they are flexible with timing.</p>
Readiness	<p>X I am ready to implement this activity.</p> <p>I am not quite ready to implement. I have a question, or I need ____.</p>	<p>Notes/questions/ideas:</p> <p>For “directions checked for accessibility”, does this mean the directions are able to be followed by all students including students with accommodations?</p> <p>Does the formative assessment include grading itself? Or was that in reference to self-assessment of whether our selected activity supported the learning objective?</p>

Active Learning Reflection

After taking this course, I feel more comfortable incorporating active learning. I will move the needle by keeping the focus on learning over evaluations and by preventing boredom. I plan on doing this by implementing engaging and fresh active learning activities. This course helped me understand the importance of preparation and planning in implementing this type of learning. I hope that the more frequently I plan active learning activities, the more comfortable I will become.

I will add variety to my activities by choosing multiple active learning activities and using the most successful activities to teach multiple learning objectives. I will constantly revisit the activity ideas suggested in the materials provided by this course. Now that I have an awareness of active learning, I will observe successful activities within my own graduate coursework. My professor Dr. LaGasse won the CSU Board of Governors Excellence in Undergraduate Teaching Award this past spring. I plan on observing her active learning strategies to improve my teaching skills.

I will add duration to my activities by adding conversations with students' peers. Before taking this course, I did not realize these conversations themselves were considered active learning. However, I now understand that these conversations can deepen students' knowledge, and foster collaboration and critical thinking. I will also add duration by preparing extensions to activities in case they finish faster than anticipated. I will change the focus of active learning by focusing on students' learning itself, and whether or not my activities are helping students retain course material.

This will take the primary focus away from evaluations. As a teacher, I plan on changing the focus to encourage more collaboration between my students as most of my activities have been individual-focused.

I was not able to implement my active learning activity, but I hope to this fall. The activities I planned included the categorizing grid and class modeling. I implemented these strategies to help students learn how to implement a stepwise movement-based music therapy intervention. Planning and implementing effective music therapy interventions is the primary learning objective in my course. Since this objective is broad, I found it difficult to pick an activity. I found it beneficial to assess which types of interventions students experience the most difficulty with, such as movement-based, and focus on those.

My hope for my students is that they are engaged in learning and gain additional interest in the course material. I hope that the active learning experiences help them to learn from their peers and foster critical thinking. I also hope that this style of learning helps my students retain and build on the information they learn in the course. I will measure success by having students perform mock music therapy sessions with me acting as a client to demonstrate the skills taught through active learning. If they successfully demonstrate the skills in the mock session, the active learning activity will have been successful. I look forward to implementing active learning and becoming a better teacher.



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ACTIVE LEARNING

6/13/2021

Dr. Gwen Gorzelsky - Executive Director
The Institute for Learning and Teaching

First Four Weeks Worksheet

Assessing and Activating Prior Knowledge of Your Students

Use the “**Prior Knowledge Primer**” in this module to complete the following worksheet. In addition to techniques offered in the primer, feel free to add your own ideas to the worksheet as well. This worksheet provides space to consider four instances where prior knowledge is crucial to performing well in your course. Four is an arbitrary number – consider a number that works for your course.

Prior knowledge that is crucial to performing well in your course:		
<p>Crucial prior knowledge #1: <i>Playing basic chords & patterns on guitar and piano.</i></p> <p>Crucial prior knowledge #2: <i>Singing melodies with accuracy.</i></p> <p>Crucial prior knowledge #3: <i>Creating appropriate therapeutic interventions.</i></p> <p>Crucial prior knowledge #4: <i>How to write assessments, session plans, & notes.</i></p>		
Prior Knowledge Consideration (from the “Prior Knowledge Primer”)	List a Strategy, Activity, Assignment, or Resource	Notes
<p>How I can gauge crucial prior knowledge of my students?</p>	<p>Crucial prior knowledge #1: <i>I would talk to my colleagues to assess what musical strengths and needs my students have, and what instructional methods have been helpful for each student.</i></p> <p>Crucial prior knowledge #2: <i>I would also talk with my colleagues to assess if additional support is needed in this area.</i></p> <p>Crucial prior knowledge #3: <i>I would create a graphic organizer, specifically a data grid, with the categories “age”, “diagnosis”, “needs”, “intervention (including music).” I would give several examples, followed by rows with some of the information missing. This would allow me to assess students’ knowledge on appropriate interventions for different ages/diagnoses.</i></p> <p>Crucial prior knowledge #4: <i>I would look for errors in student work and create a list of common errors. I</i></p>	<p><i>Since my students include both undergraduate and graduate students, they have differing knowledge and experience. It may be helpful to separate students by level of study, or level of practicum (level 1, 2, or 3).</i></p>

	<i>would then use one of our meeting times to go over these common errors and talk through them with my students.</i>	
How I can activate prior knowledge during instruction or with an assignment?	<p>Crucial prior knowledge #1: <i>I would link concepts to material taught in previous courses, by instructing them to use songs in their session that use particular chords or strumming patterns and instructing them to use both piano and guitar.</i></p> <p>Crucial prior knowledge #2: <i>I would use an example song, one that is commonly used in sessions, and have all my students sing together to make sure they are all singing the same melody.</i></p> <p>Crucial prior knowledge #3: <i>I would have my students make predictions about their clients' needs based on age and diagnoses. I would break students into small groups to discuss their thoughts, and then discuss as a large group.</i></p> <p>Crucial prior knowledge #4: <i>I would give students an example of an assessment and session plan. I would then play a video of the session. I would then walk students through writing a session note.</i></p>	<i>It might be helpful to pair graduate and undergraduate students, so the graduate students can share and demonstrate their knowledge (with feedback from me), and the undergraduate students can learn from both myself and their peers.</i>
Prior Knowledge Consideration (from the "Prior Knowledge Primer")	Activity	Notes
How I can address insufficient prior knowledge?	<p>Crucial prior knowledge #1: <i>If a student has insufficient skills, I would give them exercises to work on. If they are still struggling, I would suggest meeting with one of the GTAs for one-on-one help with guitar or piano.</i></p> <p>Crucial prior knowledge #2: <i>If a student has insufficient skills, I would give them exercises to work on. If they are still struggling, I would suggest meeting with one of the GTAs for one-on-one help with singing.</i></p>	<i>It depends on the semester whether or not GTAs are available for one-on-one lessons. I could potentially suggest extracurricular vocal or instrumental lessons if a student is really struggling.</i>

	<p>Crucial prior knowledge #3: <i>If a single student is struggling creating therapeutic interventions, I would meet with them one-on-one to walk through the process. I would also provide them with plenty of examples for their current client/population. If the group is struggling, I would dedicate several meetings to creating therapeutic interventions.</i></p> <p>Crucial prior knowledge #4: <i>If a single student is struggling, I would meet with them to discuss my feedback on their session plans/notes/client assessments. I would give them several examples of what they should look like. If the group is struggling, I would spend several meetings working through writing session plans/notes/assessments together.</i></p>	
<p>How I can help students recognize inaccurate prior knowledge?</p>	<p>Crucial prior knowledge #1: <i>I would identify discipline-specific conventions of the concept of instrument playing that can easily be confusing based on inaccurate understanding. I would give examples of some difficult chords that people often play inaccurately for ease of playing (ie: B minor chord on guitar), and play familiar songs commonly played in inaccurate music meters (ie: “Amazing Grace”) or strumming/playing patterns (ie: “Yankee Doodle”). I would then have them process this information with their peers and identify other examples they might have discovered.</i></p> <p>Crucial prior knowledge #2: <i>I would identify discipline-specific conventions of the concept of singing that can easily be confusing based on inaccurate understanding. I would give examples of some familiar melodies (ie: “Amazing Grace”) that people often sing inaccurately by adding additional notes or simplifying the melody. I would then have them process this information with their peers and identify other commonly inaccurately sung melodies they might have discovered. I would also give examples of inaccurate breathing techniques or singing techniques, or current artists that exemplify these techniques, and talk about the implications. I would then ask if my students to discuss these</i></p>	<p><i>I find that it is more difficult for students to assess their singing as opposed to their playing skills. I am wondering how to support students if they cannot recognize their inaccuracy.</i></p>

	<p><i>findings with their peers and see if they can identify any other artists using inaccurate singing techniques.</i></p> <p>Crucial prior knowledge #3: <i>I would have my students address common misconceptions by writing, “I used to think <u>individuals with (diagnosis)</u> needed to work on <u>(need)</u>, but now I know <u>the most important need is (need)</u>.” I would also have them write, “I used to think a <u>(age) client with (diagnoses)</u> would prefer <u>(genre of music/songs)</u>, but now I know it is best to use <u>(client preferred music)</u>.”</i></p> <p>Crucial prior knowledge #4: <i>I would have my students engage with their peers to discuss the purpose and process of writing a session plan, session note, and client assessment.</i></p>	
<p>How I can correct inaccurate knowledge?</p>	<p>Crucial prior knowledge #1: <i>I would provide multiple opportunities for students to use accurate knowledge by using checks for understanding. I would use the “clearest/muddiest point” technique to have students list which chords and playing patterns they are most comfortable with, and which ones are the most difficult, to help them learn and practice the most difficult or muddiest ones.</i></p> <p>Crucial prior knowledge #2: <i>I would provide multiple opportunities for students to use accurate knowledge by using checks for understanding. I would have students use “class modeling” technique to demonstrate their knowledge of familiar melodies.</i></p> <p>Crucial prior knowledge #3: <i>I would ask students to justify their reasoning for creating or implementing certain interventions and discuss their reasoning with a partner.</i></p> <p>Crucial prior knowledge #4: <i>I would allow for sufficient time and practice. Although they have practiced these writing skills in the classroom, this is the students first time writing these notes in a real-world context.</i></p> <p>.</p>	<p><i>It has been hardest online to correct instrument playing without being able to demonstrate or move the students’ fingers. I feel more comfortable correcting singing technique online as well as giving written and verbal feedback on students written work. If we are in person this fall, I will feel more comfortable helping students correct their instrument playing. If we are virtual, I would like to look into more ways to support students on a virtual platform.</i></p>

First Four Weeks Reflection

The First Four Weeks course gave me insight into the importance of how I start the semester on my students' learning and performance. I learned the critical nature of establishing strong expectations early and helping students learn and maintain effective study habits. There are instructional techniques I have used before taking this course that have been beneficial for my students, and that I will continue to use. Through this course, I have learned additional effective techniques to support my students' growth and learning.

An early performance feedback strategy discussed by Peter Harris of the Department of Political Science was giving a low-stakes early writing assignment with feedback. This is a strategy I use regularly. Within the first 2 weeks, I have my students write an assessment on one of their clients. I give them written feedback on their assessment and allow them to re-submit it for full points. I find that this rewards students for their efforts and allows them to learn how to improve their writing and assessment abilities. For students that have less experience writing assessments, this gives them some direction and guidance. This also familiarizes students with my feedback and gives me insight into how to be clearer with my feedback, and areas of need within my students.

A new strategy I would like to implement this fall is the "connections" content-related teaching strategy. I plan on designing a chart with "age" "diagnoses" "needs"

and “music therapy intervention” which I will give students during our initial meeting. I will list several full examples, and some with information missing. Students will fill in the remaining information on the client’s condition, needs, or intervention based on prior knowledge. As the semester progresses, during our weekly meetings I will have students fill out a full row of these connections by themselves, and they will discuss their ideas with a peer. Students will add more connections throughout the semester, and they can add to it as they move through the different levels of the same course. I feel that students will find this chart to be a staple for their sessions and will be able to use it as a resource in their internships and the start of their careers. I believe it will help them create the most effective interventions based on their clients’ most significant needs.

I plan on using the techniques from this course to establish community and expectations through icebreakers and performance feedback. Low-stakes assessments at the beginning of the semester will help familiarize my students with my formatting and feedback to help them be successful in future assignments. By using a variety of the techniques suggested by various professors, I will be able to see what works best for my students. I am looking forward to growing as a teacher this semester and seeing the positive effect of these strategies on my students’ learning.



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FIRST FOUR WEEKS

7/4/2021

Dr. Gwen Gorzelsky - Executive Director
The Institute for Learning and Teaching

Graduate Teaching Certificate Program

Experiential Learning Form

Date: 7/4/2021

To: Kyle Wilhelm

From: The Institute for Learning and Teaching
Graduate Teaching Certificate Program

Re: Application for Completion of Graduate Teaching Certificate

Thank you for working with Shealyn Schmidt, who is currently enrolled in the Institute's Graduate Teaching Certificates Program. One of the requirements for the certificate is that applicants gain at least 20 hours of hands-on instructional experience, through tutoring, supervised teaching, administrative work, and so on. You can learn more about the Graduate Teaching Certificates Program at <http://tilt.colostate.edu/grad/certificates>.

Please take a moment to confirm that Shealyn Schmidt has fulfilled the 20-hour experiential learning component of the certificate program by completing the attached form.

Thanks. We appreciate your time and effort.

Graduate Teaching Certificate Program

Experiential Learning Form

By completing this form, you confirm that Shealyn Schmidt has fulfilled the 20-hour experiential learning component of the Institute's Graduate Teaching Certificates Program. For more information on the program, please visit <http://tilt.colostate.edu/grad/certificates>.

Supervising Instructor or Director Name: Kyle Wilhelm

Graduate Student Under Supervision: Shealyn Schmidt

Please Describe the Student's Primary Responsibilities:

Shealyn supervised music therapy practicum students. She graded paperwork, conducted pre- and post-session meetings, and was present for all practicum sessions. She also worked individually with students to improve their vocal skills. Attended weekly supervision meetings with the supervision team.

Please Comment Briefly on the Quality of the Student's Work:

Shealyn excelled at providing clear and manageable feedback to students post session and functional suggestions for future sessions. She was very personable with the students guiding them to becoming better music therapists. She was reliable in completing her work and in attendance to supervision team meetings.

Supervising Instructor or Director Signature: Kyle Wilhelm

Date: 7/7/21