Developing Student Ownership and Independence in a Public School Community

Elizabeth Benne, Violin
Parker Elementary
ebenne@houstonisd.edu

Objectives

- Introduction to Parker Elementary
- Parker Suzuki Program
- Importance of Developing Student Ownership in a Public School Environment
- Developing Student Ownership through Program Expectations and Infrastructure
- Developing Student Ownership During Lessons and Group Classes
- Parent Education and Student Ownership

PARKER ELEMENTARY

PARKER ELEMENTARY

Houston Independent School District Magnet School for Music

Grades PreK-5

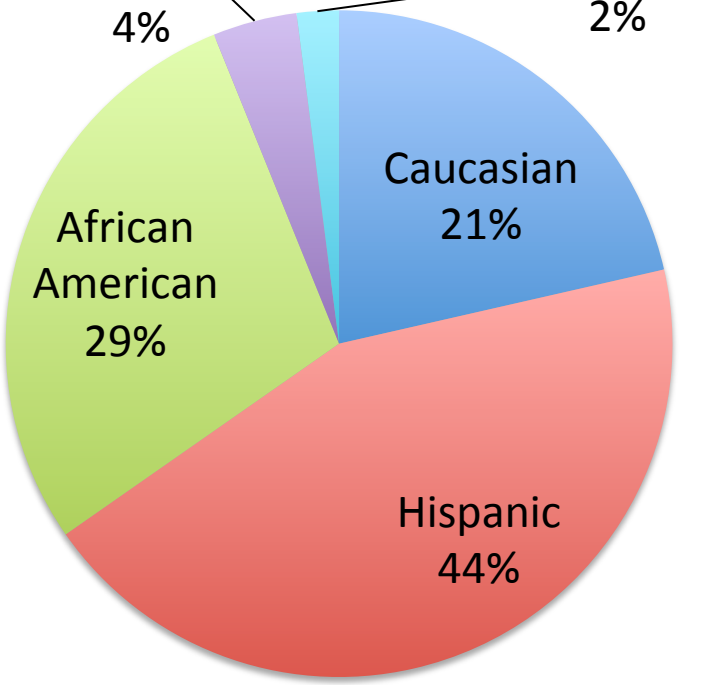
Parker Administration and Faculty

- Lori Frodine, Principal
- Andrea Baty, Assistant Principal
- Carol Kehlenbrink, Magnet Coordinator
- 46 Academic Teachers
- 9 Music Faculty

PARKER ELEMENTARY

Student Population

n=846



- 53% free and reduced lunch
- 23% English language learners
- 40% of student population lives within school zone and 60% outside of school boundaries

PARKER ELEMENTARY

- All students participate in one of the following music areas:
  - Band
  - Guitar
  - Piano
  - Studio Music Lab
  - Suzuki Cello
  - Suzuki Violin
- Students may participate in Chorus in addition to any of the above areas
- Students are accepted into each magnet area via computer-generated lottery

PARKER ELEMENTARY

Parker Suzuki Faculty

Elizabeth Benne, Violin

Rebecca Floyd, Violin

Teresa Hakel, Violin

Lisa Vosdoganes, Cello

PARKER ELEMENTARY

Suzuki Private Lessons

- Most students begin lessons in Kindergarten or 1st grade. Some 2nd and 3rd graders are accepted depending on space availability.
- Each student attends one private lesson per week during the school day. Lessons are organized by ancillary periods. Two to three students attend per block.
- Parents are required to attend lessons through book 1.
- Students remain with same private teacher through their Parker education.
- All instruments provided.

PARKER ELEMENTARY

Suzuki Lesson Request

Complete and Return This Form to Your Child's Magnet Teacher Immediately
Parker Suzuki Strings Private Lesson Information

Parents are required to attend the 15-20 minute weekly private lesson until his/her child has completed Suzuki Book 1.

Semi-private lessons are scheduled during a portion of your child's ancillary class time.

2nd Grade	9:00-9:45 am
4th Grade	9:45-10:30 am
5th Grade	10:45-11:30 am
Kindergarten	12:00-12:45 pm
1st Grade	12:45-1:30 pm
3rd Grade	1:30-2:15 pm

Please fill out the form below and return the entire page to the music office or your child's magnet teacher no later than **Friday, August 31st.** Even if you are unable to pay the program fees at this time, return this form IMMEDIATELY. We need this information to begin scheduling.

Violin Private Lesson Schedule Request

_____ _____ _____
Student's Name Grade Student's Homeroom Teacher

Lesson Day: 1st Choice_____ 2nd Choice _____ Any day is fine _____

I prefer: 1st ½ of the class _____ 2nd ½ of the class _____ Either ½ is fine _____

_____ _____ _____ _____
Parent/Guardian Cell Phone Work Phone Home phone

_____
Email address

Once the lesson schedule has been set, changes are NOT possible

PARKER ELEMENTARY

Sample Private Lesson Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-9:00	PLANNING	PLANNING	PLANNING	PLANNING	PLANNING
9:00-9:45 **2nd grade**	**James** **Jennifer**	**Jasmin** **Eleena**	**Alexandra** **Morgan**	**Mary** **Anaya**	**Armani** **Gianni**
9:45-10:30 **4th grade**	**Marie** **Skya**	**Sofia** **Olivia**	**Mason** **Hannah**	**Abi** **Katherine**	**Victoria** **Salma**
10:30-10:45	BREAK	BREAK	BREAK	BREAK	BREAK
10:45-11:30 **5th grade**	**TEMPO** (baby/parent music class)	**Kirsten** **Nia**	**Camron** **Nicholas**	**Celeste** **Jaelynn**	**Chandler** **Miles**
11:30-12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00-12:45 **Kinder**	**Ava** **Leah**	**Kolton** **John**	**Jennivie** **Aidan**	**KINDER** **GEN. MUSIC**	**KINDER** **VIOLIN/CELLO** **GROUP**
12:45-1:30 **1st grade**	**Maleah** **Jesse** **Asia**	**Miranda** **Steven** **Owen**	**Maddy** **Amy** **Chase**	**Jade** **Kevin**	**Audrey** **David**
1:30-2:15 **3rd grade**	**Allanya** **Chasen**	**Maxx** **Sophia**	**Anne**	**Jordan** **Elias**	**Emily** **Angela**
2:30-2:55	**Sectionals**	**Thumb Pos** **Class**	**Sectionals**	**Note** **Reading** **Tutorials**	**Lauren**
3:00-3:40	**GROUP**	**GROUP**	**GROUP**	**GROUP**	**GROUP**

PARKER ELEMENTARY

Group Classes

- Students divided into group classes according to piece.
- Meet 2-5 times per week depending on level.
- 20-30 violin students per class, 10-20 cello students per class.
- All group classes occur from 3:00-3:40 pm.

PARKER ELEMENTARY

Parker Groups

3:00-3:40 PM

Cello

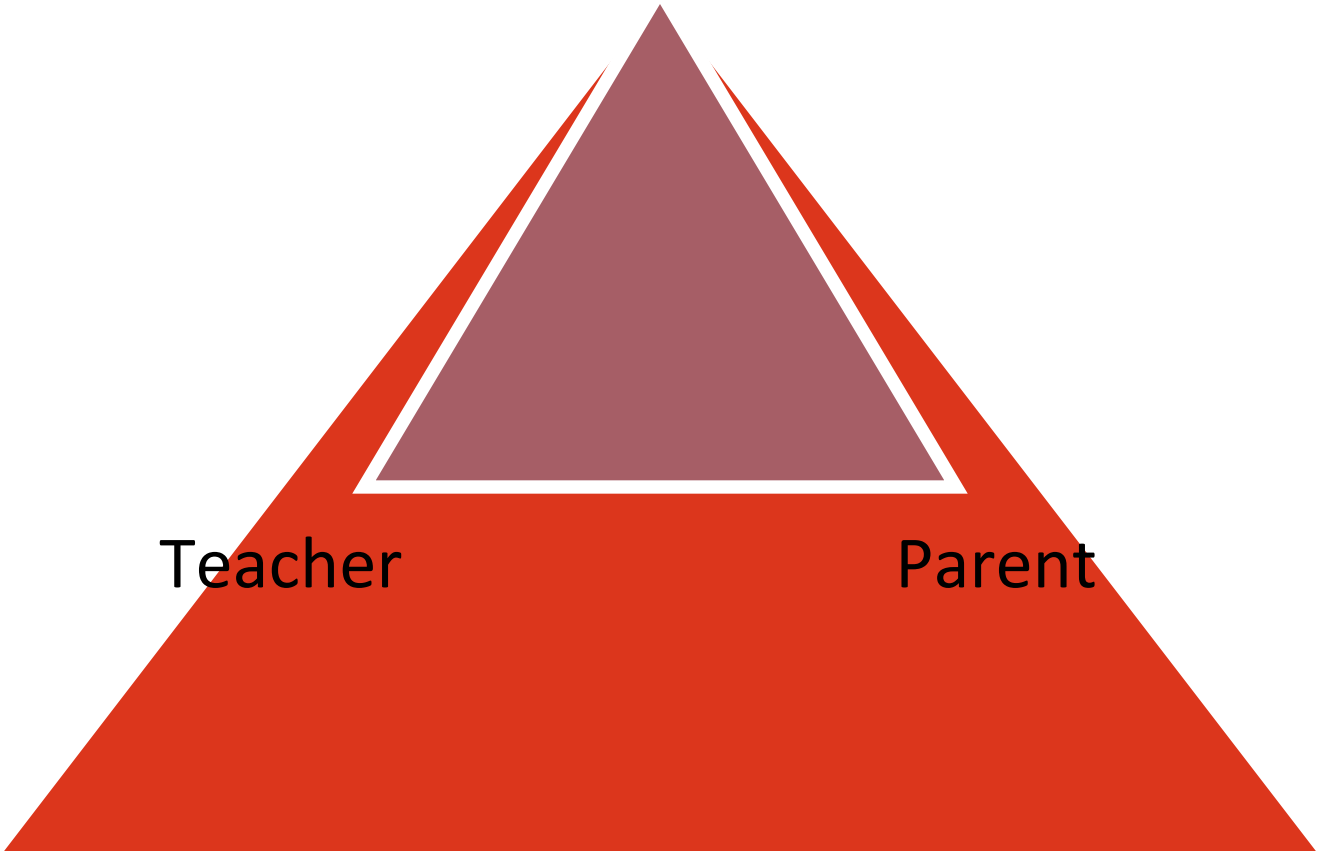
Group	Days	Teacher
Beginning	TWTh	Cabral (Adjunct)
Intermediate	MTWTh	Johnson (Adjunct)
Performing	MTWThF	Vosdoganes

Violin

Group	Days	Teacher
Beginning 1	TTh	Floyd
Beginning 2	TTh	Hakel
Intermediate 1	MWF	Floyd
Intermediate 2	MWF	Hakel
Performing	MTWThF	Benne

PARKER ELEMENTARY

Expanded Suzuki Triangle



Adminstration, Faculty, Staff

Community

PARKER ELEMENTARY

Importance of Developing Student Ownership

PARKER ELEMENTARY

Importance of Developing Student Ownership

- Flexibility with Parent Schedules and Lesson Attendance
- Long Term Vision
- Society Today

PARKER ELEMENTARY

Developing Student Ownership through Program Expectations and Infrastructure

PARKER ELEMENTARY

Magnet Packet and Other Forms

- Scheduling Request
- Instrument Agreement
- Parent Attendance Agreement
- Minimum Requirements
- Grading Policy and Rubric
- Performing Uniform Agreement

PARKER ELEMENTARY

Parker Violin Grading Rubric

Private Lessons:	E	S	N	P
Practice	Student practiced weekly assignments, listened to the CD, AND reviewed past pieces 6-7 days per week.	Student practiced weekly assignments, listened to the CD, AND reviewed past pieces 4-5 days per week.	Student practiced weekly assignments, listened to the CD, AND reviewed past pieces 2-3 days per week.	Student practiced weekly assignments, listened to the CD, AND reviewed past pieces 0-1 days per week.
Progress	Student made exceptional progress since previous lesson and is on track to surpass the minimum requirement.	Student made sufficient progress since previous lesson and is on track to meet the minimum requirement.	Student did not make noticeable progress since previous lesson and is not on track to meet the minimum requirement.	Same material was presented as previous lesson and student is not on track to meet the minimum requirement.
Materials (Instrument and bow, Music, Binder)	N/A	Student brought all materials to the lesson.	Student was missing materials.	N/A
Magnet:	**E**	**S**	**N**	**P**
Practice	Student regularly practices magnet music and assignments and is always very well prepared for classes and performances.	Student practices magnet music and assignments and is prepared for classes and performances most of the time.	Student sometimes practices magnet music and assignments and is prepared for classes and performances some of the time.	Student does not practice magnet music and assignments and is not prepared for classes or performances.
Participation	Student brings instrument, is on task, responsive to directions, and attentive all of the time.	Student brings instrument, is on task, responsive to directions, and attentive most of the time.	Student brings instrument, is on task, responsive to directions, and attentive some of the time.	Student forgets instrument, is not on task, responsive to directions, or attentive.

PARKER ELEMENTARY

Private Lesson Log

Name:_____ Date:_____

1. Number of Days Practiced:_____

2. Number of Days Reviewed Pieces:_____

3. Number of Days Listened to CD:_____

Assignments:	S	M	T	W	TH	F	S
1)							
2)							
3)							
4)							
5)							
6)							
Assigned Review:							
Listening:							

Private Lesson Grade: E S N P

E= **Practice/Listening/Review**- 6-7 days per week, **Materials**- N/A, **Progress**- Exceptional weekly progress and on track to to surpass minimum requirement

S= **Practice/Listening/Review**- 4-5 days per week, **Materials**- Yes, **Progress**- Sufficient weekly progress and on track to meet minimum requirement

N= **Practice/Listening/Review**- 2-3 days per week, **Materials**- No, **Progress**- No noticeable weekly progress, not on track to meet minimum requirement

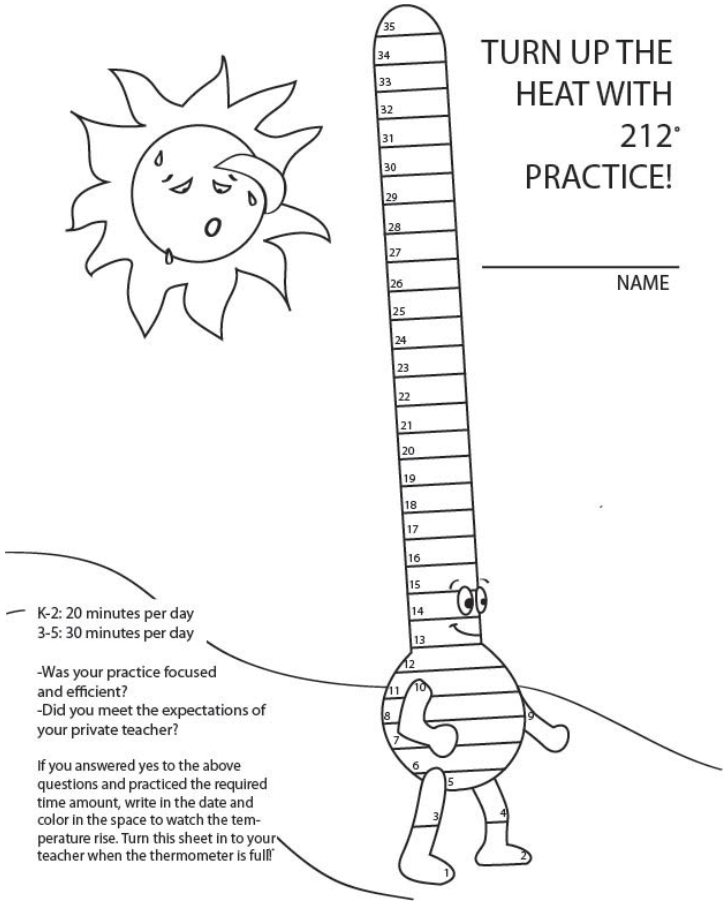
P= **Practice/Listening/Review**- 0-1 days per week, **Materials**- N/A, **Progress**- No progress made

PARKER ELEMENTARY

Pass Badges

PARKER ELEMENTARY

Practice Challenges



START Write the date for each day you practice	1.	2.	3.	𝄢	4.	5.
15.		16.	17.	18.		6.
14.		24.	25.	**FINISH** Congrats! Give to your teacher	. 19.	
13.	23.	22.	21.		20.	7.
12.		11.	10.	9.		8.

Annual Performances

Ensemble Concerts

- **Hauntcert**: Halloween concert, students dress in costume and perform review pieces with a Halloween story, occurs during magnet class (3:00-3:40)
- **Winter Concert**: features advanced and intermediate performing strings group and guitar ensemble, evening concert
- **Workshop:** evening concert that concludes 3-day workshop, first weekend in February

Solo Opportunities

- **Magnet Matinees**: selected students perform for group classes during magnet
- **Group Class Recitals**: evening performance featuring all student in intermediate group classes
- **Book Recitals**: schedule on an individual basis
- **Solo and Ensemble Festival**: first Saturday in March, regional event hosted by Parker
- **Solo Festival**: Friday before Solo and Ensemble for students who are not yet ready for S & E, during school day

Other

- **Youngest and Oldest**: May concert featuring Parker kindergarten groups and 5th grade groups and soloists, morning assembly for kindergarten and 5th grade students

PARKER ELEMENTARY

Workshop

- Three days of private lesson and group class instruction
- Nationally recognized Suzuki clinicians travel from across United States and Canada
- Concert featuring all Parker cello and violin students
- No cost to participants
- Organized and run by parent volunteers

PARKER ELEMENTARY

Other Performance Opportunities

- All-City Orchestra
- Field Trips
- Johnston and Houston School for the Performing and Visual Arts: joint concert with middle and high school feeder schools
- Houston Symphony
- SAA Conference

PARKER ELEMENTARY

Tradition, Environment, and Community

- Peer influence
- Group classes
- Encouragement and support from academic and music teachers
- Instrument Care
- Community

PARKER ELEMENTARY

Parent Involvement

Science Night, Book Fair, Fun Fest, Auction,
Field Day, Daily Classroom Involvement, Field Trips, Suzuki Workshop, Piano Workshop, Cleaning Instruments, Junior Achievement, Great Readers, Name That Book, Odyssey of the Mind, PTO, Class Parties, String Parent, Solo Festival

PARKER ELEMENTARY

Developing Student Ownership through Lessons and Group Classes

PARKER ELEMENTARY

- Be flexible when it comes to individual needs
- Provide opportunities for students to lead and teach each other
- Encourage critical thinking- see Bloom's Taxonomy
- Choose supplemental repertoire carefully
- Connect the familiar
- Provide opportunities for students to make decisions
- Teach conceptually
- Take advantage of technology
- Encourage attendance at local concerts
- Perform for students

PARKER ELEMENTARY

Assessment Chart to prepare for a book recital:

- Review entire book and assign each piece a number from 1 to 10. Place highest priority on pieces that have the lowest number.
- Valuable approach in establishing priorities and good practice habits.

Suzuki Book 1

Name: _____

Lightly Row		Allegretto	
Song of the Wind		Andantino	
Go Tell Aunt Rhody		Etude	
O Come Little Children		Minuet 1	
May Song		Minuet 2	
Long, Long Ago		Minuet 3	
Allegro		Happy Farmer	
Perpetual Motion		Gossec Gavotte	

PARKER ELEMENTARY

Parent Education and Student Ownership

<u>During practice, how do you find a balance between giving your child what he/she needs vs. helping too much?</u>

- Parent of a Kindergartener: *I've wanted to help too much when my son has seemed genuinely stumped by what's been asked of him. However I've learned that at those times, it's not my job to simplify the task for him, but instead to teach him the value of knowing for himself when he's truly worked hard enough for today and when it's okay to walk away and start fresh tomorrow.*
- Parent of a 2nd grader: *Since I do not play an instrument and I am learning to read music as we move through this process, that we tend to rely on each other. I help with learning the notes and pointing out if the bowing is off, but my daughter has her own strengths in knowing the music and fingering. It seems to be a natural collaboration. I found that if I push her too hard, then we have a disastrous lesson. This year I have learned when to back off and give her a chance to rest before we move on. But this is always a work in progress and we occasionally do not see eye to eye. In those cases, we put it aside until our next lesson.*

<u>How has your child benefited by learning violin?</u>

- *Patience, perseverance, how to be an appreciative and complimentary audience member, how to hear and learn from critique, learning to play in a group and listen to others, how everyone learns at a different rate, improved social skills, motivation to perform for others.*

PARKER ELEMENTARY

What the Kids Say

What inspires you to continue playing violin?

"Learning new songs"

"Performing"

"Playing for my relatives"

"Attending other concerts"

"Learning difficult music and playing it well"

What can teachers do to motivate you?

"Be positive even when I don't think I did a good job"

"Take us on trips!"

"Give us structure"

"Be kind but firm"

"Compliment me and try to make me better"

"Play games"

PARKER ELEMENTARY

Violin Position Available

Thank you for viewing this presentation. We currently have a full time Suzuki Violin position available at Parker Elementary. If you are interested, please contact Carol Kehlenbrink at ckehlenb@houstonisd.org. If you know someone who may be interested, please pass on this information!