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Summary:

This article, "Student-Centered Classrooms" discussed how teachers are now being evaluated on their use of student-centered instructional approaches, even in the music classroom. Rather than being directed by the teacher, students are now encouraged to communicate, collaborate and problem solve with one another. This can promote better academics, more student engagement, and even help students become better leaders. There are three important initiatives that contribute to student-centered learning. These factors include Comprehensive Musicianship through Performance (CMP), Arts PROPEL, and Partnership for 21st Century Learning (P21). These skills provide a solid foundation in the music classroom. These three factors, while also including the National Music Standards and having skillfully balanced teaching, (balancing teacher expertise with active student engagement) can lead to a successful student-centered classroom. The article also discusses the evolution of Music Standards, from 1994, to 2014, and how these standards have shifted to being more student focused. There are many resources to aid teachers in promoting student engagement, and this article provides many examples, such as the "Student-Centered Learning Goals" chart. Teachers need to actively be evaluating the class and need to be putting forth effort in lesson planning and class preparation. It is important to bring balance to the teacher's role and the student's role in the classroom. Teachers should avoid the "top-down" instructional approach, while also still providing students with the instruction they need to achieve student-centered learning. Educational practices are always changing, but it is important to put our students first and to provide an environment where students can learn, grow and succeed.

H

- What is the "Danielson, 8 Marzano-Toth evaluation system? Page 23 refers to this, but I have never heard of that before. I would be interested in looking into that more so I can understand that paragraph better. Do schools still use this system today? Or have they began to use other systems/created their own based off of the Danielson, 8 Marzano-Toth system?
- What is the best way to keep track of if, I as the teacher am properly fulfilling student-centered learning through CMP, PROPEL, and P21. Are these just key notes to keep track of through lesson planning? Or do school require that these programs are implemented fully, all while fulfilling the Standards. Are these just tools to aid in student-centered learning? Or are these mandatory in curriculum?
- When trying to create an environment for student-centered learning, what would the teacher do if a student(s) chooses to not be engaged in class or participate. For example, I think the self-assessment would work great, but what if students don't take it seriously or even put much effort into it. How can the teacher continue student-centered learning, while not falling to a "top-down' instructional approach.

A

- I have heard of CMP (comprehensive Musicianship) before, but I haven't really read much, or learned about what exactly it is and how to apply it to a classroom. This article did a great job of explaining this specific program of instruction. The article defines CMP

as, “a program of instruction that encourages students to engage in composing, improvising, transcribing, arranging, conducting, rehearsing, and performing.” CMP is designed for student centered learning. It promotes self and peer assessment and encourages students to become “independent, self-regulated musicians.” To make this work, teachers need to plan ahead and have the mindset of not having a “top-down” instructional approach, where the teacher is the only one telling the students what to do and being the only one leading the class. I found CMP interesting, and useful, as teachers should be doing their best to promote student centered learning.

- I have never heard of the term Arts PROPEL before and was interested to read about this. The acronym stands for “Production, Perception and Reflection.” This program was built to promote student-centered instruction, specifically in music and visual arts. There should be collaboration between students, different opportunities for interaction, and self and peer reflection and assessment. The article also talked about Domain Projects, something I’ve never heard of before. These are student produced portfolios, and they track personal growth. This can aid in self and peer reflection. Using assessments like this can be helpful in a classroom, as students can constantly track their growth in the classroom.
- I have heard of 21st Century Learning, but never really understood or knew what that was. This article explained this to me. Partnership for 21st Century Learning, otherwise known as P21, was founded in 2002. This program concluded that a top-down approach is not as effective and successful. I found this interesting because I know many teachers have this approach. I also love that P21 mentions that arts and music are a fundamental subject! They are so essential, and I am glad that there is a program that supports this. P21 promotes Creativity, Critical Thinking, Problem Solving, Communication and collaboration. One key phrase that I loved in this paragraph was: “P21 promotes a balanced, interactive, and relevant approach to teaching, that blends teacher expertise with student engagement.” I believe that is the job of the teacher. Using their expertise and knowledge, but also blending it with student engagement and student-centered learning.

T

- I would love to use a version of the “Arts PROPEL: Ensemble Performance Assessment” in a future classroom. I think it is important for students to reflect on their own individual playing, as well as the ensemble as a whole. Having the students keep track of their thoughts and their learning will help students perform better in the class, and I believe will promote more engagement. School shouldn’t be about learning to perform well on a test. I feel like self-reflection will help students want to learn and grow for themselves, rather than just to please the teacher or perform well on a test. Student-centered learning shifts the idea of teaching to the test, to teaching so students can learn and grow. I want my future classrooms to be student centered, and I would love to create self-assessments for students to keep track of their learning growth.
- The article talked about 3 levels of preparation in lesson planning and assessment. I would like to include these three levels in my lesson planning on a daily basis. The 3 factors are, what students know, what students can do, and what students think about their music making. I feel like teachers often think about what students know and can do, as this is the basis of preparing for the next lesson. But I want to make sure I do all three

steps, including what students think about their music-making. This is so important. Teachers should be asking students to reflect on their own individual playing as well as the ensembles performance. The students can't only rely on the teacher to tell them how they are doing. I want to make sure I am constantly seeking a student-centered learning environment where I seek students' opinions and self-reflections. This will also help students become independent learners and have a more positive outlook on education as a whole.

- I really liked the chart on page 24. This chart was an example of student-centered learning goals. These goals link to the National Music Standards. I am going to save this chart so I can use it in the future when creating goals and lesson planning. I love that the chart not only listed the goal, but also the teacher's role in achieving the goal, as well as how the students are going to engage, thus promoting student-centered learning. This chart balances teacher role/knowledge with student interaction and engagement. I want to make sure I am always acknowledging student engagement and planning to do it in every class.