**Katherine L. King, Ph.D.**

**Assistant Clinical Professor of Music Education**

**Curriculum and Teaching**

**College of Education**

**Auburn University, Alabama**

**Assigned Duties Past Three Years**

2017-2021 Clinical 85%, Outreach 15%

**Honors and Awards**

AU, COE Tiger Giving Day Selection for *Learning to Teach through Teaching to Learn* (LTTL) at Loachapoka Elementary School (LES).

COE Outstanding Service Award 2017, College of Education 2017

Outstanding Graduate Student Award, Dept. Of Curriculum & Teaching 2013

Recipient of the Alma Holladay Graduate Award 2012-2013

University Graduate Fellow – Auburn University Dept. of Curriculum & Teaching 2010

Phi Kappa Phi 2003

Golden Key Honor Society – 2010

**1. TEACHING**

1. Actual courses taught for each semester of the past three years.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Semester** | **Dept & No.** | **Course Title** | **Cr.** | **Lecture** | **Lab** | **Enrolled** |
| Spring 2022 | CTMU 3040 | Music and Related Arts | 4 | 2 | 4 | 25 |
| Spring 2022 | CTMU 3040 | Music and Related Arts | 4 | 2 | 4 | 26 |
| Spring 2022 | CTMU 2010 | Music Ed Lab | 1 | - | - | 26 |
| Spring 2022 | CTMU 4923 | Clinical Residency | 12 |  |  | 2 |
| Spring 2022 | edTPA | \* |  |  |  |  |
| Fall 2021 | CTMU 3040 | Music and Related Arts | 4 | 2 | 4 |  |
| Fall 2021 | CTMU 3040 | Music and Related Arts | 4 | 2 | 4 |  |
| Fall 2021 | CTMU 2010 | Music Ed Lab | 1 |  |  |  |
| Fall 2021 | edTPA | \* |  |  |  |  |
| Spring 2021 | CTMU 3040 | Music and Related Arts | 4 | 2 | 4 | 24 |
| Spring 2021 | CTMU 3040 | Music and Related Arts | 4 | 2 | 4 | 11 |
| Spring 2021 | CTMU 2010 | Music Ed Lab | 1 | - | - | 22 |
| Spring 2021 | CTMU 4923 | Clinical Residency | 12 |  |  | 1 |
| Spring 2021 | edTPA | \* |  |  |  |  |
| Fall 2020 | CTMU 3040 | Music and Related Arts | 4 | 2 | 4 | 18 |
| Fall 2020 | CTMU 3040 | Music and Related Arts | 4 | 2 | 4 | 18 |
| Fall 2020 | CTMU 2010 | Music Ed Lab | 1 | - | - | 12 |
| Fall 2020 | edTPA | \* |  |  |  |  |
| Spring 2020 | CTMU 3040 | Music and Related Arts | 4 | 2 | 4 | 25 |
| Spring 2020 | CTMU 3040 | Music and Related Arts | 4 | 2 | 4 | 25 |
| Spring 2020 | CTMU 4923 | Clinical Residency | 12 |  |  | 1 |
| Spring 2020 | CTMU 1020 | Music Ed Lab I | 1 | - | - | 21 |
| Spring 2020 | edTPA | \* |  |  |  |  |
| Fall 2019 | CTMU 3040 | Music and Related Arts | 4 | 2 | 4 | 25 |
| Fall 2019 | CTMU 3040 | Music and Related Arts | 4 | 2 | 4 | 25 |
| Fall 2019 | CTMU 2010 | Music Ed Lab 2 | 1 | - | - | 21 |
| Fall 2019 | edTPA | \* |  |  |  |  |
| Spring 2019 | CTMU 3040 | Music and Related Arts | 4 | 2 | 4 | 25 |
| Spring 2019 | CTMU 3040 | Music and Related Arts |  |  |  | 16 |
| Spring 2019 | CTMU 1020 | Music Ed Lab I | 1 | - | - | 21 |
| Spring 2019 | CTMU 4923 | Clinical Residency | 12 |  |  | 2 |
| Spring 2019 | \* | edTPA |  |  |  |  |

\* *edTPA Support Sessions Taught*

**edTPA Courses Taught**

**2021-2022**

edTPA Support for Teacher Candidates

Monday, Tuesday, Wednesday, and Thursday evenings are dedicated to scheduled phone calls with individual students and edTPA zoom meetings with Elementary Ed, Early Childhood, Science Ed, Math Ed, and Music Ed candidates. I also take phone calls on weekends if students cannot attend the zoom sessions. After students receive scores, those who have failing or incomplete scores contact me for support. I then work with them one-on-one until they resubmit and pass.

**2020-2021**

I taught orientation sessions for each of 12 subject areas. I am meeting with students in small groups each week when needed and also supporting through email and zoom sessions.

**2019-2021**

I taught orientation sessions for each of 12 subject areas. I am meeting with students in small groups each week when needed and also supporting through email and zoom sessions.

**(Fall 2018)**

I have scheduled orientation and 3 additional sessions for each of 11 subject areas for our first consequential semester of edTPA.

**(Spring 2018)**

I taught148 candidates in 12 subject areas. Our orientation meeting was a combined session. After the beginning of the semester, each subject area group comes to campus for the remaining 3 sessions (2-hour sessions). I have included the teaching schedule in an Appendix.

**(Fall 2017)**

My edTPA activities included designing edTPA teaching materials, organizing sessions, and teaching all edtpa academy sessions for candidates. For the first time since the beginning of the edTPA pilot, our candidates were divided into subject-specific groups instead of meeting together. I taught the following edTPA sessions during our Fall 2017 Academy.

**(Spring 2017)**

I designed, coordinated, and taught six edTPA Academy sessions (5 hours each) for 68 student teachers in 9 subject areas. I provided additional support by email, school visits, and one-on-one meetings for candidates throughout the semester. I am developing a distance edTPA course for COST students and distance students. I am also developing edTPA professional development training for P12 partners through EARIC. I served as liaison between Auburn University COE and the state by attending monthly call meetings. I am currently in the process of interviewing to become a national edTPA consultant. I am also a national edTPA scorer for Pearson.

**(Fall 2016)**

I supervised 12 edTPA candidates (6 subject areas) who were completing portfolios by designing and teaching academy seminars, and supporting candidates both in groups and individually.

**(Spring 2016)**

I supervised 23 edTPA candidates (9 subject areas) who were completing their portfolios. I designed, coordinated, and taught academy sessions (5 hours each of 6 sessions) and also supported candidates by email and individually.

**(Fall 2015)**

I worked with Kim Walls to develop the very first Auburn University edTPA Academy, a support seminar for candidates piloting the edTPA assessment. My duties included planning schedules, attending meetings, teaching the Friday all-day sessions, and supporting students.

1. Graduate students whose work has been completed: not applicable
2. Graduate students on whose committee the candidate is presently serving: not applicable
3. Courses and curricula developed:

**edTPA Course Development**

King, K. L. (2020). *Supporting clinical residency candidates during the edTPA process).* Online Professional Development Course for P12 Partners, East Alabama Regional Center, Auburn University, AL

1. Grants related to teaching:

*NAC Mini-Grant Service Learning, Fall 2018, Loachpoka Early Teaching Project – funded – $500* Kuehne, J. M. & King, K. (2018). LES Teaching Project Supplies. National Alumni Council Mini-Grants for Service-Learning Projects 2018-2019. Requested amount $500. Funded amount, $500.

Mockingbird Foundation Proposal 2019 - $10,000 – not funded

Kuehne, J.M. & King, K. (2019). Mockingbird Foundation: Support for LTTL. August 1, 2019

1. Publications pertaining to teaching: not applicable
2. Other contributions to teaching

**edTPA Presentations (past and upcoming)**

King, K. L. (2020, November). *The Educational Teacher Performance Assessment (edTPA).* Presentation at the Kappa Delta Pi Chapter Meeting, Auburn, AL.

King, K. L. (2019, June). *The Educational Teacher Performance Assessment (edTPA).* Presentation for P12 superintendents and principals, Chambers County School Board, Lafayette, AL.

King, K. L. (2018, November). *The Educational Teacher Performance Assessment (edTPA).* Presentation at the Kappa Delta Pi Chapter Meeting, Auburn, AL.

King, K. L., Mitchell, N. (2018, October). *Emphasizing a creative curriculum: Supporting edTPA early childhood candidates with an interdisciplinary music/arts approach.* Presentation at the edTPA National Conference, San Jose, CA.

King, K. L. (2018, April). *edTPA overview for P12 teachers*. Professionaldevelopment presentation for teachers, Beauregard Elementary, AL.

King, K. L., Mitchell, N. (2018, February). *edTPA overview for P12 administrators*.Professional development presentation for Alexander City Schools Principals,Alexander City Board of Education, AL.

King, K. L. (2018, January). *edTPA overview*. Professional development presentation for Auburn City Schools music teachers, Cary Woods Elementary School, Auburn, AL.

King, K. L. (2017, August). *edTPA Overview*. Presentation at the Kappa Delta Pi Chapter Meeting, Auburn University, AL.

King, K. L., Redden, E., Nguyen, A. (2017, July). *edTPA keys to success.* Presentation at the edTPA State Summit Conference, Faulkner University, AL.

Barry, N. H., Kuehne, J., Hollingsworth, K., Bailey, C., & King, K. L. (2017, January). *edTPA and the music education internship (student teaching) experience.* Presentation at the Alabama Music Educators Conference, Montgomery, AL.

Dagley, P., Mitchell, N., & King, K. (2016, October). Edtpa presentation. Presentation at the EARIC Professional Development Coordinators’ Regional Meeting, Auburn University, AL.

King, K. L. (2016, September). *Experiences Thus Far with edTPA.* Presentation at the Alabama Association of Teacher Educators Conference, University of Montevallo, AL.

King, K. L. (2016, July). *Talk and Share Session.* Presentation at the ALACTE/edTPA Sessions, Auburn University Montgomery, AL.

Barry, N. H., Harrison, G. F., & King, K. L. (2016, March). *Integrating edTPA throughout the undergraduate fine arts teacher education curriculum: A standards-based approach.* Conference presentation at the edTPA National Implementation Conference,Savannah, GA.

**Music Education Presentations**

Kuehne, J.M. & King, K.L. (2019, April). *Early degree field experiences: Learning to teach through teaching to learn.* National Field Experience Conference. Denver, CO.

Barry, N. H., & King, K. L. (2016, February). *Ukulele jam: Developing independent*

*musicianship in the non-major college music methods course*. College Music SocietySouthern Division Conference. Birmingham, AL.

King, K. L. (2015, May). *Using ukulele with preservice elementary classroom teachers*. Mountain Lake Colloquium for Teachers of General Music Methods. Mountain Lake, VA

h. Statement of teaching philosophy and self-evaluation

**Philosophy of Music Education**

My philosophy of music education has always been music for everyone. “Everyone” includes schools with no money for instruments or music teachers. “Everyone” should include music for the elderly, who often need an outlet and a way to keep their minds sharp. “Everyone” could include lonely community members who cannot afford to take music lessons, though they have always wanted to learn. Most importantly, music for everyone MUST include children and adults with special needs. Over the years, I have taught people of all ages to sing, play instruments, and love music-making. However, I only recently realized that I have never taught special needs children music. An event at Beulah Elementary showed me the need to provide music for special needs children.

Ironically, last semester, my CTMU 3040 students were teaching integrated music lessons in Pre-K-3rd Grade classrooms. When I take my students to schools, I bring in instruments and wait near the front office to hand out what they need for teaching that day. During Fall 2021, my students were teaching at Beulah Elementary. I was standing up front as usual and a 3rd grade teacher made a point to find me in front of the school to thank me for bringing my students and for bringing all the music instruments for them to play. She said that for the first time, a special needs 3rd grader in her classroom was willing to sit with other peers and play an instrument happily. Until that time, he was not EVER willing to be with other children and was always sent back to the self-contained classroom. But, when the 3040 teachers put an instrument in his hands, he was able to overcome his fear and obstacles to communicating and making music with his fellow classmates.

This event inspired me to go ahead and clear my schedule so that I could work with special needs children at The New Perspectives Program with Lee County Schools. The New Perspectives Program is currently in its first year. Program developer Dr. Angela Arnett (Lee County Schools) envisioned a program for children grades 1-6 who struggle with learning in a traditional school setting. The program aims to promote a passion for student learning. Dr. Arnett asked me early in Spring 2020 to assist with music activities for the program, but then everything was postponed because of the COVID pandemic. Because of my schedule in the Fall, I was unable to set aside a day to go and teach.

This semester, I was able to work out a time each week to teach there. I will be working with 5 children (3rd and 4th grade) in this program, both individually and as a group. We will sing and learn to play instruments (ukulele and piano) and I will teach integrated music lessons to them. Additionally, I will create strategies and music activities to help them overcome educational difficulties such as multiplication tables memorization, phonics and reading problems, and any other academic struggles they are having. I am hoping music learning will be beneficial in two ways. First, I hope that the learning of an instrument will build confidence and give them hope. Learning music can do that, because children can sometimes achieve great things in music even if they cannot achieve in other subjects. Secondly, I am hoping music can provide a tool for them to learn how to use music to remember facts, outlines, lists, math procedures, and other things that they are required to learn.

**2. RESEARCH/CREATIVE WORK**

1. Books: not applicable
2. Article length publications: not applicable
3. Papers or lectures:

Kuehne, J. M., King, K. & Key, G. (Fall 2020). Effects of edTPA on the Internship Experience: Teacher Perspectives. National Association for Music Education – IRB approved.

Kuehne, J. M., King, K. & Key, G. (Fall 2020). Effects of edTPA on the Internship Experience: Teacher Perspectives. National Association for Music Education, Research Poster Session. November 4-78, 2020, Orlando, FL. Proposal Submitted and Accepted Fall 2019. In this poster session we will present data from B.10.b.

Kuehne, J. M., King, K. & Key, G. (Fall 2020). Effects of edTPA on the Internship Experience: Teacher Perspectives. National Association for Music Education, Research Poster Session. November 4-78, 2020, Orlando, FL. Proposal submitted and accepted Fall 2019. In this poster session we will present data from B.10.b.

Kuehne, J. M. & King, K. (2020). Learning to Teach, Teaching to Learn: Early Experiences in Assessment. 2020 Teacher Performance Assessment Conference. March 26-28, 2020, Austin, TX.

Proposal submitted Fall 2019

Kuehne, J. M. & King, K. (2019). Early Degree Field Experience: Learning to Teach through Teaching to Learn. National Field Experience Conference. April 4, 2019.

[National Peer-Reviewed]. Kuehne: 60% King 40%

1. Exhibitions: not applicable
2. Performances: not applicable
3. Patents and inventions: not applicable
4. Other research/creative contributions:

King, K. L. (2015, May). Grades 6-12 string performers’ perceived meaning of community and youth orchestra experience. Alabama Music Educators Association.

King, K. L. (2015, May). Grades 6-12 string performers’ perceived meaning of community and youth orchestra experience. Colloquium for Teachers of Instrumental Music Methods. Perrysville, OH.

King, K. L. (2015, May). Grade 6-12 string performers’ perceived meaning of school and community orchestra experience. Poster session presented at the Instrumental Music Teacher Educators conference, Perrysville, OH.

King, K. L. (2014, October). Tiger Strings youth orchestra program. Poster session presented at the NCATE/Alabama State Department of Education Accreditation, Auburn, AL.

King, K. L. (2014). Grades 6-12 string performers’ perceived meaning of community and youth orchestra experience (Unpublished doctoral dissertation). Auburn University, AL.

1. Grants and contracts:
2. Description of candidate’s scholarly program:

**3. OUTREACH**

**Program Title: Lee County Schools: The New Perspectives Program**

**a. Commentary**

1. *Description* – The New Perspectives Program is currently in its first year. Program developer Dr. Angela Arnett (Lee County Schools) envisioned a program for children grades 1-6 who struggle with learning in a traditional school setting.
2. *Mission* – The program aims to promote a passion for student learning.
3. *Scholarship* – I will be keeping a detailed journal of my activities with the students each week.
4. *Impact* – I hope that students will learn new, fun ways to memorize information. This could impact their education as they move forward.

**Program Title: Loachapoka Elementary Pre-K Music**

1. **Commentary**
2. *Description* – I teach Pre-K music each Friday at Loachapoka Elementary School while our music ed students are teaching K-6 music. There are 2 Pre-K classrooms at Loachapoka Elementary, one of which is a special needs classroom. This class enrollment is usually less than 10 children. The general education Pre-K classroom has approximately 15 to 20 children. This year is the third year I have taught these children.
3. *Mission* – The goals for this program involve introducing young children (4- and 5-year-olds) to singing, playing instruments, and creative movement. For the general education Pre-K class, I plan weekly lessons related to their curriculum (The Creative Curriculum by Teaching Strategies). I have provided musical instruments for the classroom. I have different goals for the Special Needs classroom. We focus on singing simple songs and adding movement to the songs. One goal I have is to help them learn to enjoy music, instruments, and movement while controlling impulses and emotions.
4. *Scholarship* – I get weekly feedback from the Pre-K teachers about the children’s progress. I have also observed children’s weekly progress as they learn to listen, sing on pitch, and keep steady beat to the music.
5. *Impact* – I would like for the children to be able to sing on pitch, listen carefully to instructions, and play instruments as a group by the time they move up to learn from our music ed students in 1st grade.

**Program Title: Loachapoka Elementary School Music**

1. **Commentary**
2. *Description* – Our Music Education lab students taught weekly music lessons during the school day on Fridays as part of their lab hours. Classes were virtual only and the students taught in teams of 2. Beginning this January 2021, our freshmen students are teaching virtually at LES while being mentored by a sophomore or junior music ed student who taught last year.
3. *Mission* - The mission of this is two-pronged: (1) LES students receive music education (there is no elementary music teacher there), and (2) AU music education students receive early independent music teaching experiences. AU faculty (Dr. Kuehne and Dr. King) serve as the music content specialists providing feedback and support for the AU students. Auburn University has as its mission to serve the community by providing access to educational resources and activities. This teaching project will serve elementary students in Loachapoka by providing weekly music instruction in the classroom.
4. *Scholarship* – After each lesson, AU students will complete a reflection and evaluation. We will use these to improve the project. Eventually, we see the AU students’ plans, our observations, and their reflections as potential data for a series of papers focusing on early experiences, and potentially for a larger grant to support funding this program through faculty and/or GTA support.
5. *Impact* – Currently, it is too early to see the real impact of this project. Our hope is that we can continue this project to provide music learning experiences for elementary students who otherwise would not have them, and to provide early teaching (and “learning to teach”) experiences for AU music education majors.

**b. Activities and Products**

1. *Instructional activities:* not applicable
2. *Technical assistance:* not applicable
3. *Outreach publications:* not applicable
4. *Electronic products:* not applicable
5. *Other outreach products:* not applicable
6. *Copyrights, patents, and inventions.* not applicable

**Program Title: Loachapoka Early Teaching Project – Planning and Implementation**

**a. Commentary**

* + 1. *Description* – In November 2018, Jane Kuehne and I met with Cynthia Meals, principal at Loachapoka Elementary School (LES), to see if there was a way to provide music instruction for their students and to provide early teaching experiences for our freshman- and sophomore-level students. We collaborated with Ms. Meals to create a schedule and in the Spring 2019, this project was implemented. In Spring semesters, freshman lab students (in groups of 2) will teach 9 (or more) lessons (once per week) to students in grades 1-4. In spring, they will continue the process, expanding to grades K-5. The lab class meets at the school and includes a four-item cycle for each class time: (1) pre-planning, (2) teaching, (3) reflection, (4) post-planning.
    2. *Mission* – The mission of this is two-pronged: (1) LES students receive music education (there is no elementary music teacher there), and (2) AU music education students receive early independent music teaching experiences. AU faculty (Dr. Kuehne and Dr. King) will serve as the music content specialists providing feedback and support for the AU students. Auburn University has as its mission to serve the community by providing access to educational resources and activities. This teaching project will serve elementary students in Loachpoka by providing weekly music instruction in the classroom.
    3. *Scholarship* – After each lesson, AU students will complete a reflection and evaluation. We will use these to improve the project. Eventually, we see the AU students’ plans, our observations, and their reflections as potential data for a series of papers focusing on early experiences, and potentially for a larger grant to support funding this program through faculty and/or GTA support. We were awarded a small grant ($500) for supplies and we will continue to apply for funding sources.   
       See A.1.5.a *NAC Mini-Grant Service Learning, Fall 2018, Loachapoka Early Teaching Project – funded – $500* Kuehne, J. M. & King, K. (2018). LES Teaching Project Supplies.
    4. *Impact* – Currently, it is too early to see the real impact of this project. Our hope is that we can continue this project to provide music learning experiences for elementary students who otherwise would not have them, and to provide early teaching (and “learning to teach”) experiences for AU music education majors.

**b. Activities and Products**

1. *Instructional activities:* not applicable
2. *Technical assistance:* not applicable
3. *Outreach publications:* not applicable
4. *Electronic products:* not applicable
5. *Other outreach products:* not applicable
6. *Copyrights, patents, and inventions.* not applicable

**High School Band Day**

**a. Commentary:**

1. *Description.* The Lee County Gathering is a yearly music festival sponsored by LCHS and purposes to preserve Alabama’s music heritage. During the festival each year, High School Band Day is offered as a 1-day field trip for rural area high school bands, who spend the day learning a variety of folk instruments including mountain dulcimer, fiddle, harmonica, hammered dulcimer, ukulele, banjo, autoharp, and mandolin. Visiting artists taught sessions in which students learned about folk instruments in small groups of 12. I taught all fiddle sessions. Participating bands were Tallassee High School Jazz band, Beulah High School Jazz Band, and Reeltown High School Jazz Band. At the end of the folk music sessions, attending bands performed a concert of jazz music.
2. *Mission.* Auburn University’s outreach mission encourages the development of strong partnerships. It is Auburn’s belief that partnerships help “bond Auburn University faculty, students and communities in a variety of enriching activities which promote scholarship, learning, public service and civic involvement, and contribute to the common good.”
3. *Scholarship.* Students were enriched by learning new instruments they had never seen or played and were educated about folk music heritage and history in Alabama.
4. *Impact.* Approximately 150 high school band students and their band directors from rural high schools attended the field trip in April, 2018.

**b. Activities and Products**

1. *Instructional activities:* not applicable
2. *Technical assistance:* not applicable
3. *Outreach publications:* not applicable
4. *Electronic products:* not applicable
5. *Other outreach products:* not applicable
6. *Copyrights, patents, and inventions.* not applicable

**Program Title: Mountain Dulcimer Project, Harris Senior Center**

**a. Commentary:**

1. *Description.* I teach weekly mountain dulcimer lessons in a group setting at the Hubert and Grace Harris Senior Center. The mountain dulcimer is a folk instrument that originated in the Appalachian Mountains in the 1800’s. It is a quiet instrument and very easy to play, which makes it suitable for the elderly. It is hoped that this work with the Harris Center will strengthen our community partnership with Auburn Parks and Recreation, which began in 2009 with the development of Tiger Strings.
2. *Mission.* Auburn encourages faculty, staff, and students to engage in outreach to surrounding communities in Alabama. Because the elderly community is often overlooked, it is a worthy goal to provide music learning to them. Active music engagement can help older adults improve in areas of memory, attention span, emotions, and fine and gross motor skills. This is compatible with Auburn’s goal for outreach instructional activities; to “promote learning over a lifetime and address continuing individual development and improvement of knowledge and skills needed for educational advancement, employment and personal enrichment”. It is a privilege to serve and enrich the elderly community at the Harris Center.
3. *Scholarship.* This project will strengthen an ongoing research project about adult music learning. Also, our music education students could benefit from visiting the center and assisting in teaching in a community setting.
4. *Impact.* Approximately 10 adults have attended since March 2018. In the future, Auburn University Music education students could also benefit by visiting and teaching in a community setting.
5. **Activities and Products**
6. *Instructional activities:* not applicable
7. *Technical assistance:* not applicable
8. *Outreach publications:* not applicable
9. *Electronic products:* not applicable
10. *Other outreach products:* not applicable
11. *Copyrights, patents, and inventions.* not applicable

**Program Title: Reeltown Elementary School Summer Program (Summer 2017)**

**a. Commentary:**

* + 1. *Description.* Katie Smith (3040 student) and I taught 30-minute music lessons to children Pre-K-5th grade as part of a summer camp program for area elementary school children. The lessons for the younger children included singing games, movement, folk songs, and percussion instruments. I accompanied the younger children on ukulele and dulcimer. The children had never seen a mountain dulcimer and were fascinated. The older children (grades 2-5) learned basic rhythm, treble clef notes, and recorder technique. Ms. Smith planned these lessons, created materials, and taught the recorder lessons with my supervision. The children presented their music at the end of camp program. Photos are included in appendix.
    2. *Mission.* Auburn University has a strong commitment to outreach. According to Auburn’s mission, we must serve citizens of the state through outreach. The program provided children access to music learning that they would not have otherwise received.
    3. *Scholarship.* Katie Smith received valuable training that will hopefully benefit her as a future elementary school teacher.
    4. *Impact.* Approximately 30 children attended the music lessons. Approximately 150 people, including older students, camp staff, and parents attended the concert.

**b. Activities and Products**

1. *Instructional activities:* not applicable
2. *Technical assistance:* not applicable
3. *Outreach publications:* not applicable
4. *Electronic products:* not applicable
5. *Other outreach products:* not applicable
6. *Copyrights, patents, and inventions.* not applicable

**Reeltown Elementary School Summer Program (Summer 2016)**

1. **Commentary:**
2. *Description.* Beginning in May, I taught 30-minute music lessons to children Pre-K-5th grade, first during the afterschool program in May, and in June, as a part of a summer camp program for area elementary school children. The lessons included singing games, movement, and included the use of pitched and non-pitched percussion instruments. The older children also learned basics of playing BAG songs on soprano recorders and the basics of ukulele.
3. *Mission.* Auburn University has a strong commitment to outreach. According to Auburn’s mission, we must serve citizens of the state through outreach. The program provided children access to music learning that they would not have otherwise received.
4. *Scholarship.* My experience teaching the ukulele in the classroom gave me confidence and expertise as I taught ukulele to the 4th and 5th grade students. This experience was entirely new for the students involved because area schools do not have funds for a music specialist at the elementary school level.
5. *Impact.* For the end of camp concert/presentation, Pre-K-1st grade students sang simple folk songs accompanied on instruments by grades 2-3 students. Approximately 30 children attended the music lessons. Approximately 150 people, including older students, camp staff, and parents attended the concert. The camp directors invited me to come back this summer to teach music. Several 5th grade girls from the school approached me when I was at their school observing. They begged for me to work out starting a 5th grade choir at Reeltown Elementary.

**b. Activities and Products**

1. *Instructional activities:* not applicable
2. *Technical assistance:* not applicable
3. *Outreach publications:* not applicable
4. *Electronic products:* not applicable
5. *Other outreach products:* not applicable
6. *Copyrights, patents, and inventions.* not applicable

**Tiger Strings Community Orchestra Program (2009-2016)**

1. **Commentary:** My principal outreach activity from 2009-2012 was to develop and direct the Tiger Strings community orchestra program. A.U. Tiger Strings is a University-School-Community Partnership sponsored by the Department of Curriculum and Teaching. The program was established in 2009. Program goals include fostering positive social interaction between children of all backgrounds and culture, encouraging positive emotional development in children, providing equal opportunity for children of low socio-economic status and furthering the enrichment of the artistic life of the community. The program aims to contribute to the positive musical development of students (grades 2-12) in East Alabama. Additionally, it is hoped that the program will provide teaching opportunities for string education majors at Auburn University.
2. *Description.* The rehearsals and classes occurred in several sites: Jan Dempsey Community Arts Center, Goodwin Music Building, and Loachapoka Elementary School. As listed below, concerts were presented to parents and the community at venues including Loachapoka Elementary Multipurpose Room, Loachapoka High School Gymnasium, Telfair Peet A.U. Theatre, Goodwin Music Building Band Hall, and the Brown School in Opelika, AL. Tiger Strings Programs are included in dossier.

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| **Tiger Strings 2009-2015** | **Loachapoka Tiger Strings (2009-2014)** | |
| 2009-2010 | 2009-10 | 2012-13 |
| Fall Concert (Dec 2009) | Loachapoka Syrup Sopping | Loachapoka Syrup Sopping |
| Spring Concert (May 2010) | Fall Concert | Fall Concert |
| 2010-2011 | Spring Concert | Spring Concert |
| Fall Concert (Dec 2010) | 2010-11 | Mariachi Concert |
| Spring Concert (May 2011) | Loachapoka Syrup Sopping | 2013-14 |
| 2011-2012 | Fall Concert | Loachapoka Syrup Sopping |
| Fall Concert (Dec 2011) | Spring Concert | Fall Concert |
| Spring Concert (May 2012) | 2011-12 | Spring Concert |
| 2012-13 | Loachapoka Syrup Sopping |  |
| Fall Concert (Dec 2012) | Fall Concert |  |
| Spring Concert (May 2013) | Spring Concert (side by side) |  |
| 2013-14 | Mariachi Concert |  |
| Fall Concert (Dec 2013) |  |  |
| Spring Concert (May 2014) |  |  |
| 2014-15 |  |  |
| Fall Concert (Dec 2014) |  |  |
| Spring Concert (May 2015) |  |  |

1. *Mission.* Outreach is important to Auburn University. We are encouraged to evaluate the needs of surrounding communities and develop partnerships that have a positive impact on the community. In 2009, several of my students expressed a need for an orchestra for string students so that they could play music with their peers. Our department addressed this need by developing a community orchestra outreach program. One of the strengths of Tiger Strings is our partnership with other organizations, families, and teachers. Due to my experience in community music, I was able to connect with local string teachers to determine if there was a need for a community orchestra program. Local band directors have supported us each year by sending wind players to participate in full orchestra. Developing the program required partnering with the university, my department, other faculty, a community arts organization, local music educators, private string teachers, parents, and string students. This program has generated awareness for string ensemble playing in our community.

*3. Scholarship.* My previous experience studying cello during my graduate program and participating in local ensembles in the community has been invaluable for overseeing this program and teaching young string players. My work teaching instrumental students in a group setting were beneficial also. During the first year of the program, I was able to apply knowledge acquired in my doctoral course work to design a program evaluation that I conducted at the end of the first year. I have had the opportunity to present at professional conferences and have been asked to present to other community orchestra programs about my activities starting the program.

*4. Impact.* Phenomena that suggest the impact of this outreach program are listed below.

* + - * Program evaluation (2009) results indicated that string students involved 1 year in program experienced musical improvement and enjoyment of program
      * Student enrollment has remained steady and we have increased the number of performing groups since 2009 (2009-10 enrollment: 33, 2010-11 enrollment: 51, 2011-12 enrollment: 48, 2012-13 enrollment: 57, 2013-14 enrollment: 38, 2014-15 enrollment: 49, 2015-16 enrollment: 59, Fall 2016 enrollment: 49)
      * Our students place each year in all-state competition orchestras
      * Concert attendance has increased since 2009 (2009-2011 attendance: 75-100, 2011-2013 attendance: 100-150, 2013-2016 attendance: 150-200)
      * Addition of string education faculty position in 201l
      * Conducting opportunities for Dr. Barry’s CTMU students Fall 2015
      * Weekly orchestra rehearsals – I planned and conducted weekly rehearsals (25 2 hour rehearsals per year) 2009-2011, instructed beginning string students (violin, viola, cello, bass) about string technique and musical skills.
      * Loachapoka Tiger Strings – I taught beginning violin students in an afterschool program 3 hours per week for a total of 28 lessons per year ((2009-2014). I created concert programs/events and collaborated with community folk musicians to plan 2-3 concerts per year. Afterschool children, teachers, parents, and community members attended the concerts.
      * Concerts Presented

**b. Activities and Products**

1. *Instructional activities:* not applicable
2. *Technical assistance:* not applicable
3. *Outreach publications:* not applicable
4. *Electronic products:* not applicable
5. *Other outreach products:* not applicable
6. *Copyrights, patents, and inventions.* not applicable

**Reeltown Elementary Afterschool Music Program**

**a. Commentary.** Reeltown Elementary Afterschool Music – I supervised Ms. Koelz as she taught the lessons to 4th and 5th grade. I taught vocal skills, rhythm, note values, and recorder, modeling best practices in music education to Ms. Koelz.

1. *Description -* This afterschool music program took place at the 21st Century Learning Center in Tallassee, Al, beginning in Spring 2014. Children were bused there each day from Reeltown.I created this program to provide general music to children grades K-6 in the Reeltown Elementary School afterschool program. The school had no music teacher and several elementary teachers had expressed that the children really wanted music.
2. *Mission –* This program is compatible with Auburn University’s mission of commitment to serve those in our state by establishing effective outreach programs to reach out to the surrounding community.
3. *Scholarship –* Ms. Koelz requested to join me in this outreach project. She wanted more hands-on experience teaching music in the classroom. This experience was valuable to her in helping her spend more time in music teaching. My expertise was needed in supervising her to create music lesson plans and teach them. I also created assessments and rubrics for each grade.
4. *Impact -* The observed impact of this program was that students improved in vocal skills, singing confidence, and note-reading skills. Playing instruments served as an informal assessment for them. The after-school coordinator and other staff gave verbal feedback each week about how much the children looked forward to coming on Fridays to music lessons. We did not experience any behavioral or discipline problems in any of the classes, though we had been told that this was a possibility of problems.

**b. Activities and Products**

1. *Instructional activities:* not applicable
2. *Technical assistance:* not applicable
3. *Outreach publications:* not applicable
4. *Electronic products:* not applicable
5. *Other outreach products:* not applicable
6. *Copyrights, patents, and inventions.* not applicable

**4. SERVICE**

* 1. **University service:**
     1. **Service to the college**

edTPA Coordinator (Spring 2016-present)

edTPA Steering Committee Chair (2016-2018)

Chair, Field Experience Committee (2016-2017)

Member, CAEP Committee (2016-2-17)

* + 1. **Service to the department**

Member, Professional Learning Communities Committee (2015-2016)

Member, String / Music Education Search Committee, Spring 2014

* 1. **Professional service:**

**MTEP** (Math Teacher Education Partnership (2020-2021)

**CAMTEP** (Central Alabama Mathematics Teacher Education Partnership (2020-2021)

**Sigma Alpha IOTA**

SAI Advisor (2020-2021)

SAI Advisor (2019-2020)

SAI Advisor (2018-2019)

SAI Advisor (2017-2018)

SAI Advisor (2016-2017)

SAI Advisor (2015-2016)

SAI Advisor (2014-2015)

**Other Professional Activities and Service**

Hosanna Home for Homeless Women (2021) – Group ukulele classes- meetings are 1 hour per week in Lafayette, AL.

**Professional Memberships**

Music Educators National Conference

Alabama Music Teachers Association

American String Teachers’ Association

College Music Society