

Kaleidoscopes Book 1 Teacher Certification & Practicum

Instructor:

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Course Description

The Kaleidoscopes Teacher Certification & Practicum is an intimate virtual teacher training designed to provide intensive individual mentoring as well as a path to Certification within the Kaleidoscopes for Violin curriculum.

The seminar sessions and coachings are flexible by design. Both are intended to address whatever areas are needed by individual participants and the group as a whole, including but not limited to technique, principles of pedagogy, working with parents, engaging with children, structuring lessons, giving effective feedback, and group class activities.

Teachers will work one-on-one with the instructor to develop their ability to discover and transform current limitations, create a culture of excellence and joyful expression in lessons and the studio; and attain proficiency with Montessori and Kodaly principles as implemented in the Kaleidoscopes framework.

Through this course the teacher will increase their overall effectiveness, and may, if desired, complete the requirements for certification within Kaleidoscopes.

Content & Assignments

Prerequisite

100% completion of Kaleidoscopes Book 1 Workshop requirements

Assignments

Written observations of 8 lessons taught by the instructor
Studio policies and website landing page

Written reflections & reading material as assigned

Lesson videos (see detail below)

Attendance at 8 seminars (dates provided separately)

8 individual coaching sessions with the instructor

1. Bowing patterns (on scales)
2. Earn Your Violin lesson structure
3. Earn Your Bow (bowhold exercises)
4. Routine lesson structure (i.e. scales & songs)
5. Discovery-based learning of a technical concept
6. Discovery-based learning of a new key which includes a note in an unfamiliar location ("secret note")
7. Lines & Spaces rhythm decoding
8. Book 1 group class with literacy & movement

If you would like feedback on a particular lesson that doesn't meet fulfill a needed category, that can be fine. Certification is only one of the goals of the course, and not necessarily the most important.

Required Lesson Videos

Initial Lesson Video

Before the first seminar, you will submit a video of a lesson with one of your current beginning or early-intermediate students using your current methods. This helps to give me an initial sense of your strengths and style as a teacher.

Coaching Videos

To complete certification, you will submit lesson videos showing the content points below (the videos need not be in this order:

Initial Performing Video

Please submit a video performance of a fast movement from Vivaldi A minor or G minor concerto, played from memory, with or without piano accompaniment. The video should provide a whole-body view you (below the knees). A more difficult concerto movement may be substituted (and need not be from memory). An existing video such as a college recital is fine.

Recording Lessons

Camera Angle

Lesson videos should show the upper body of the student — including the violin and bow hand — as much as possible. Please use a HORIZONTAL camera angle. The camera should be at chest level and the ceiling should not be visible.

In-person lessons: The best camera placement is 1) in between the teacher and student, with both shown in profile; or 2) behind the teacher's right shoulder, with a frontal view of the student.

Online lessons: Please ensure that Gallery view is selected by default for recordings. In Zoom, this is located in My Account / Settings / "Recording" tab / Cloud recording / "Record gallery view with shared screen." IMPORTANT: You will also need to conduct the lesson in Gallery view.

Lesson length

Please send the video of the entire lesson. This helps give me a sense of the lesson pacing and balance, and to understand your various choices in context.

Permission & Flow

It's great to have some furniture or classroom items around the video camera so it's not on the student's mind. Turn the viewfinder to face away from the student. If they move

off camera, you can simply say, "Would you mind standing here so I have a better view?"

It is easiest to simply obtain advance permission from parents at the beginning of the year to film their child's lessons for training purposes. This allows you to simply record as needed, without calling attention to when the camera is on or off during a given lesson.

Submitting Videos

To share your teaching videos, one of the following options will be easiest:

- 1) **Upload the video to YouTube.** Select the "Unlisted" setting. **Please do NOT set the video to "private,"** as this will cause it to be inaccessible.
- 2) **Upload the video to Dropbox or Google Drive.** If using Google Drive, on the "Share" options, please select "Anyone with the link can view."

Include the following items *with your video submission:*

1. Student's name, age, and a bit of background.
2. The most recent Parent Practice Journal sent to you
3. A list of time codes for each lesson segment.
4. Your reflections on the lesson, including any additional context to help me understand your choices.

Logistics

Email Communication

When emailing me, please use a subject line that pertains to the content of your email. Respond to group threads *only* with topics pertaining directly to the thread. This helps to ensure that your email is not overlooked.

File Format

All assignments are given and submitted via a folder that you create and share with me on Google Drive.

Lesson observations may be submitted either as a Google Doc or in PDF format. Please use a phone app such as TurboScan to photograph handwritten notes, de-skew each page, and assemble multiple pages into a single PDF.

Check-Ins and Questions

Between sessions, please feel free to reach out to me with questions. If it's something that is likely to be relevant to other teachers, consider posting it to the Facebook group so that others may benefit and contribute. Do please drop me a quick email to let me know it's there (I sometimes get busy and may miss your post).

Feel free to communicate via voice memo (i.e. an audio attachment to email / text) if you don't feel like typing out everything. Sometimes it's easier to get your thoughts out more quickly this way.

Coaching Sessions

Coaching by its nature may include an inquiry into some of your assumptions, perspectives, view of yourself, and ways of relating to students and parents. While this is where the you will grow the most during the course, meaningful change almost always creates feelings of uncertainty and vulnerability.

In cases where a new skill is involved, the new way may eventually yield better results than the old way, but it's also unfamiliar. You may be clumsy in using these new tools. This may feel uncomfortable, and you may not always see immediate results while you are in this learning stage.

When this happens, it's okay. It my job to support you through this process and make sure that you get everything that you need to ultimately succeed.

Even if you are a very experienced teacher, please give yourself room to feel initially uncertain and unskillful. When things don't work perfectly right away, it means you are growing into a new area of mastery.

When you have a big breakthrough, especially of a more personal nature, you may experience emotions ranging from inspiration and excitement to regret, distress, or sadness. These feelings are always a part of inner work.

Please leave 45 minutes or so after each coaching before your next engagement. This will give you more breathing room and allow you to fully absorb each session. Of course some coachings will be more tactical, but having extra time is always going to be useful to give you time to digest the conversation.

Similarly, I recommend turning down the overall volume on your schedule in order to allow time for exploration and deepening of the course content.

Being Coachable

We all experience the desire to explain ourselves when we receive constructive feedback. The desire to be understood, and to be seen as competent, is perfectly normal.

In a coaching situation, the primary goal is not to gain my approval, but rather, for you to gain another possible perspective or tools. My subjective opinion of you is ultimately irrelevant to your mission to become the best teacher you can become.

I know that not all of my feedback will fit. I know that I have a limited and partial view into your studio and your

students.

You may explain a given lesson moment to me if this will be valuable, but you may also prefer to use the time for other things. I trust you to consider my feedback, take what is useful, and discard the rest.

If a given critique misses the mark, feel free to say, "I get what you're saying. I think that may not have worked in this particular instance, but I'll keep your idea in mind for future." This honors both positions while allowing the conversation to move forward.

If there is a topic where there is a genuine difference of opinion, I will always welcome the opportunity for honesty and mutual learning.

Schedule

Seminars are scheduled in advance for the entire year. Attendance is required.

Coachings are on a more flexible schedule. You will choose a regular time and select dates in advance for the year. Coachings are 45-60 minutes in length.

A lesson video is due with each coaching. Please submit each video four (4) days before your coaching.

I will provide a video recording of each of your coachings with me, for you to review afterwards. This will allow you to process any important conversations over a longer period of time.

Some participants, for example, find that the "constructive" feedback is what sticks in their mind the first time, and that they discover upon re-watching that there was also positive feedback.

Coaching Topics

You are welcome to use your coaching time to talk about any teaching challenge you would like feedback on. This includes students at any level of advancement.

If you are seeking certification, obviously it will be important for us to spend most of our time on beginner-related topics.

That said, we teach with our whole selves. I am open to working together on any topic of conversation which you need to be the best teacher you can be.

Kaleidoscopes Book 1 Certification Requirements



In order to be certified as a Kaleidoscopes Book 1 teacher, teachers must demonstrate the skills and capacities below, as well as completing all of the course content. The teacher’s competencies will be assessed via lesson videos submitted.

Some teachers may complete Certification during one complete (2-year) Practicum course. Other teachers may have requirements that have not yet been met. This is a natural and understandable reflection of teachers’ varying backgrounds, prior training, self-knowledge and inner work, and teaching experience.

If you dedicate yourself fully to the Practicum experience,

you will experience significant growth and development. This is the most meaningful goal.

During your final coaching we will discuss what is needed to achieve certification. An additional Practicum year may be recommended; or you may simply need to submit videos to show that certain proficiencies have been attained.* There is no “best” timeline; there is only the path for you.

Many participants express regret that they have successfully finished the Practicum, because of how much they enjoyed the course and the amount of growth they experienced.

Demonstrated Proficiencies Required for Certification

<i>Interpersonal Skills</i>	
<input type="checkbox"/> Perceives and matches students’ learning needs	<input type="checkbox"/> Creates a nurturing and supportive environment
<input type="checkbox"/> Effectively uses visual, aural, verbal and kinesthetic methods	<input type="checkbox"/> Communicates expectations in a clear and compelling way
<input type="checkbox"/> Engages the parent effectively in the lesson	<input type="checkbox"/> Makes clear and appropriate assignments
<input type="checkbox"/> Balances empathy and authority	<input type="checkbox"/> Demonstrates emotional attunement to both student and parent
<input type="checkbox"/> Differentially uses of both rote and discovery-based methods	
<i>Pedagogical Skills</i>	
<input type="checkbox"/> Movement building blocks are used to prepare violin posture	<i>Student & Parent Qualities</i>
<input type="checkbox"/> Bow exercises are used to build bowing awareness	<input type="checkbox"/> Kaleidoscopes Book 1 songs serve the as the repertoire foundation
<input type="checkbox"/> Later keys (E / G) are taught in a discovery-based way	<input type="checkbox"/> Songs are played from memory
<input type="checkbox"/> TA and TA-DI are taught in a discovery-based way	<input type="checkbox"/> The student is comfortable with solfège note names
<input type="checkbox"/> Effective scaffolding of skills	<input type="checkbox"/> The full-body, left-hand and violin set-up are correct.
<input type="checkbox"/> Lesson time is structured effectively	<input type="checkbox"/> The bowhold is being developed appropriately.
<input type="checkbox"/> Kodaly-based literacy is used	<input type="checkbox"/> The student shows understanding of how to take a lesson
<input type="checkbox"/> Rhythms are taught and reinforced using scales	<input type="checkbox"/> The parent is present and involved.
<input type="checkbox"/> The teacher plays at least a Vivaldi Concerto level of proficiency.	

* An additional fee of \$90 per video will apply for videos submitted beyond the official course ending date. This includes 45 minutes to watch the video and 20 minutes of verbal or written feedback to the participant.

Media Release Form for Teacher Trainees



Dear parent or guardian,

Congratulations! Your teacher is part of a continuing education program to improve their teaching mastery. This indicates a deep and generous heart as well as an exceptional commitment to personal and professional excellence.

As part of this undertaking, your teacher will be receiving feedback and coaching on various elements of their teaching, including lesson content, skill sequencing, and effective communication. As such, they will be recording examples of their teaching to submit to their teacher trainer for guidance, thereby increasing the value of instruction they are able to provide. Your teacher is requesting permission to record your child's lessons over the course of the coming year and share select lessons with the teacher trainer. You are always welcome to request that a given lesson be omitted from recording, or that a specific lesson or portion be redacted.

Yes ___ No ___ (initial) _____ I grant permission to _____ (teacher's name) to record videos of my child, in which I may also appear, and to share these with their teacher trainer. I understand that I may at any time request that a lesson or portion thereof not be recorded, and/or an existing recording redacted, at my sole discretion.

As part of its mission to bring excellent teaching to young children, Kaleidoscopes curates a video library of excellent teaching for use in teacher trainings. This video archive is located in secure area accessible only to teachers enrolled in our training. When a given lesson video is identified for inclusion in the library, this is a huge compliment to both the teacher, child, and family. For practical reasons families are not notified if one of their lessons is selected. This permission is separate from that above and is entirely optional.

Yes ___ No ___ (initial) _____ I grant permission Kaleidoscopes to consider videos which include my own likeness and the likeness of my child for inclusion in the Kaleidoscopes Video Library. I understand that these videos are available only to Kaleidoscopes teacher workshop participants, and are made available for educational purposes only. I understand that I will not be compensated for any video which is included and waive any right to inspect any content chosen for inclusion.

Kaleidoscopes is committed to increasing the quality of early childhood education, and may occasionally showcase positive performance or brief teaching moments to help communicate the value of our training and materials. We appreciate families who are willing to help support this mission by allowing their child to be featured in these brief placements. We respect your child's privacy; no name will be used without your explicit consent. This permission is separate from those above and is entirely optional.

Yes ___ No ___ (initial) _____ As part of my appreciation for Kaleidoscopes for Violin, I agree to allow select images including my child's likeness to be used as a part of material which promotes the principles and results of Kaleidoscopes methodology. This images may appear in print, video, digital and/or online media. I understand that I may not be contacted regarding the use of these images, videos, and recordings, and that I will not be compensated for these uses. I waive any right to inspect the use of such images and release Kaleidoscopes for Violin from any claims that may arise from these uses, including without limitation claims of defamation or invasion of privacy, or of infringement of moral rights or rights of publicity or copyright.

I hereby grant the permissions stated above, as regards the child listed below:

Child's name: _____ Child's birthday (month & year) _____

Name of Parent/Legal Guardian: _____ Relationship: _____

Signed: _____ Date: _____

On rare occasions there may be a reason we might wish to get in touch with you. You may optionally let us know how to reach you.

Parent email _____ Parent phone _____

Requirements to Enter the Kaleidoscopes Teacher Training Pathway



The requirements to enter the teacher training pathway are as follows:

- Completion of Practicum with a minimum 90% grade
- One video on each of the 8 major video topics required for Practicum completion, *taught with sufficient mastery to be added to the video library and used as a training video for future workshop participants.*
- A written statement of purpose indicating: 1) Your intent to become a teacher trainer; 2) The impact the Kaleidoscopes training has made on your own teaching; and 3) Your future vision for the Kaleidoscopes organization and/or community of teachers and students.

The elements that make a specific teaching video usable for teacher training include the proficiencies stated above in the certification requirements, as well as the following:

- The student being taught was a beginner who had negligible prior experience when they began lessons with you. In other words, you are essentially their first teacher.
- The relevant teaching principles are readily observed.
- The interactions are subjectively enjoyable and interesting to watch.
- The child's parent is in the room and is included in the lesson (for elementary-age students).
- The video and sound quality are excellent.
- The space is aesthetically pleasing, and your professional attire is polished and put-together.
- Any significant challenges encountered while teaching the target skills are course-corrected during the lesson.

Time studying, reflecting upon, interacting with, and applying the relevant teaching principles will certainly be the most important element in attaining what may be considered a "teacher trainer" level of knowledge and mastery. Additional coaching may also be useful in helping

you to notice areas of limitation that may be hidden to you, and/or to suggest areas for study.

As you continue to develop your skills, you are welcome to submit a teaching video at any time. I will provide feedback either asynchronously or via live, in-person coaching. Alternatively, you may choose to re-enroll in the Practicum to structure this learning and provide and a community of support.

If you submit a video outside of the Practicum course, the fee will be as follows:

- \$80 for asynchronous written or verbal feedback. This includes 45 minutes of watch time and 20 minutes to write feedback.
- \$110 for an in-person coaching session. This includes 45 minutes of watch time and a 45-minute in-person coaching.

Once you have completed all 8 required videos, you may request to enter the teacher training pathway. At this point any one-on-one coaching time will be charged at half of my current teacher training rate.

The next steps include the following:

- Presenting short training segments during the Kaleidoscopes Book 1 workshop, for coaching and feedback.
- Reviewing observations submitted by workshop participants; answering questions and providing feedback.
- Becoming Kodaly Level I & II certified
- Presenting full-length sections of the teacher training
- Leading a teacher training workshop as a teacher trainer candidate, with supervision.

As you approach the status of full teacher trainer and the relationship becomes fully collaborative, coaching fees will be waived.