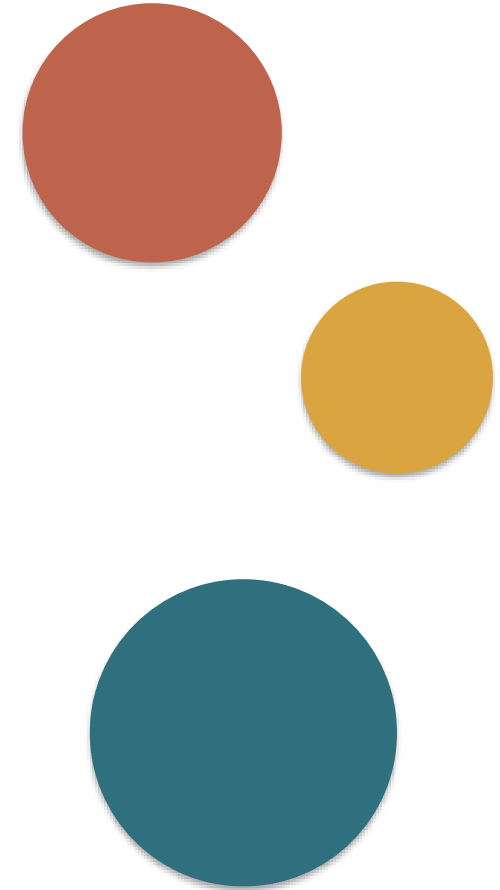


Teaching Traditions, New Voices

Faculty Development Leave

Carrie Pierce, D.M.A. • Professor of Cello • TAMU-CC

Teaching • Performance • Growth



Two Goals. One Leave.

Different projects, connected by what they bring back to my students.

Teaching Traditions

Advance • toward Suzuki Teacher Trainer status

Refine • how I observe, communicate, and teach

Return • new pedagogical ideas directly to students

New Voices

Develop • an album centered on women composers

Record • newer and under-recorded cello repertoire

Amplify • music so it can be heard, taught, and performed

Both projects expand what I can offer as a teacher, performer, and mentor.

The Suzuki Pathway

A deliberate step toward becoming a Suzuki Teacher Trainer

Suzuki teacher education is ongoing professional development—not a single course or credential.

- **Suzuki Principles in Action**
Completed
- **Teaching Strategies**
Completed
- **Pathways to Teacher Trainer workshop**
Completed
- **Certificate of Achievement**
Next
- **Teacher Trainer application**
Goal



Suzuki learning begins with listening, imitation, and careful guidance.

Sharing the Suzuki Approach

Working with Suzuki cellists in Brazil



TEACHING

Group work and individual coaching

COMMUNITY

Learning across musical and cultural backgrounds

BRINGING IT HOME

New perspectives on communication and teaching that return to my TAMU-CC studio

New Voices

An album project centered on music by women composers



Performing repertoire connected to the album project

A recording does more than document a piece—it helps repertoire enter the conversation.

Lower, Slower, Softer

Recorded with Mary Thornton, trumpet

Adoration

Florence Price

NEWER WORKS
Expanding repertoire

UNDER-RECORDED
Making music discoverable

WOMEN COMPOSERS
Broadening voices heard

What the Leave Produced—and What Comes Next

Concrete outcomes with a longer trajectory



PROFESSIONAL DEVELOPMENT

- Completed SPA
- Completed Teaching Strategies
- Completed Teacher Trainer pathway workshop
- Ready for Certificate of Achievement



CREATIVE ACTIVITY

- Recorded two album works
- Developed additional repertoire
- Continued collaborations
- Building toward a complete album



TEACHING IMPACT

- More intentional lesson structure
- Stronger feedback and assessment
- Broader repertoire for students
- Long-term goal: train teachers

What I Learned About Faculty Development Leave

Four things I would tell a colleague applying for FDL

- | | | |
|----|---------------------------------------|---|
| 01 | Start with a clear destination | Know what you want the leave to make possible. |
| 02 | Protect the time | Sustained attention is one of the leave's greatest gifts. |
| 03 | Leave room for discovery | Productive work may evolve beyond the original proposal. |
| 04 | Plan beyond the leave | Think about what the work becomes in years 1, 2, and 3. |

Teaching traditions. New voices. Work that continues.