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**7378 Illinois ASTA Fall String Teacher Education Workshop, Fall 2016**  
**Professor David Eccles, Facilitator**  
312.788.1128  
[deccles@vandercook.edu](mailto:deccles@vandercook.edu)

**Saturday, October 13, 2018 8:00AM-9:30PM(registration at 7:30AM)**  
**Location: Wheaton North High School, Wheaton, IL**

**Clinicians Include:**

**Brad Pfeil** – Digital Portfolios for the Music Classroom With many school moving to a one-to-one computer model, students are preparing more documents on their computer. Google and Google Classroom make for a good combination to compile student work, create meaningful assignments, and assess student performance. Tanya Carey – All That you Need to Know About the Cello!

**Tanya Carey** has presented master classes and concerts in over 15 countries and the USA. She was assistant principal of the Milwaukee Symphony, presented concerts in Tully and Carnegie Halls, performed concertos with orchestra, and made two records with the Lydian Trio with Almita and Roland Vamos. She and her husband released the CD Golden Celebration to positive national review. Her students have won prizes in major contests. She is author of Cello Playing is Easy; Artist Teacher at Roosevelt University and Music Institute of Chicago Academy; maintains a studio; and is a sought after clinician.

**Joanne May** - My Favorite Paul Roland Techniques Paul Rolland Principles of Movement Joanne May is Assistant Professor of Music, director of the Philharmonic Orchestra, chair of the string department, and music education instructor at Elmhurst College in Elmhurst, Illinois. Prior to teaching at Elmhurst College, May retired from 33 years in the public schools in Illinois and Missouri teaching strings, orchestra, band, choir, general music, and serving as music department chair at Glenbard East High School in suburban Lombard, IL. A student of Paul Rolland while studying at the University of Illinois, she has implemented his pedagogy into the teaching of all of her students, from Kindergarten to college.

**Schedule**

**Morning Sessions**

7:30 – 8:00 Registration and Breakfast – Sponsored by Classic Violins

8:00 – 8:45 Brad Pfeil – Digital Portfolios

8:45– 9:45 New Music Reading Session #1

10:00– 12:00 Brandi Berry – A Historical Approach to Performing Baroque Music Now  
Sponsored by Vandercook College of Music

### **Afternoon Sessions**

12:00 – 1:00 Participant Lunch

1:00 – 2:15 Tanya Carey – All that You Need to Know About the Cello!

2:30 – 4:00 New Music Reading Session # 2

4:15 – 5:15 Joanne May – My Five Favorite Paul Rolland Techniques

5:15 – 5:30 Raffle of Reading Session Music

5:30 – 6:30 Dinner

6:30 – 7:30 Joanne May – Paul Rolland, Principles of Movement Sponsored by Quinlan and Fabish Music

7:30 – 9:00 New Music Reading Session #3

9:00– 9:30 Raffle: new orchestra music sets & scores from Alfred, & Hal Leonard!

***This Syllabus is subject to change upon notification to the students in a regular class session.***

### Course Learning Objectives

Students should learn and be able to demonstrate:

- Strategies to enhance teacher performance and student learning and assessment as presented in each clinic sessions.

### MECA courses and ISBE Standards

MECA courses, by their very nature and design, address the ISBE Music Content and Professional Teaching Standards throughout the course content. Music technology courses also incorporate the ISBE Technology Standards.

### VanderCook Candidate Outcomes Addressed

The outcomes that the College strives to develop in its teacher candidates were derived from the institution's Conceptual Framework and are expressed in its core dispositions. This course addresses the following Candidate Outcomes:

1. A high level of musicianship
2. Academic ability and diligence leading to a lifetime of learning
3. Skill in the process of teaching
4. Self-discipline and persistence
5. Interpersonal and intrapersonal skills
6. Good citizenship and personal integrity
7. Building pragmatic links with educational programs in diverse communities
8. Professionalism in action word, and appearance

### Course Requirements and Exit Assessment.

Each student must prepare a detailed summary and reflection of each of the seven (7) sessions listed above. The assessment document can be submitted in a notebook or electronic document. Each session reflection must contain the following sections:

1. Title of Session
2. Name of Presenter
3. Copy of the first page of the handout used in the session
4. Description of the principles and concepts covered in the the session
5. Discuss the ways the principles and concepts may be incorporated in your daily teaching.

The assessment document is due by midnight on November 10, 2018. Submit/share your electronic document to [deccles@vandercook.edu](mailto:deccles@vandercook.edu) or mail to VanderCook College of Music 3140 S. Federal St., Chicago, IL 60616, attn: David Eccles.

### Grading Scale

- A - 100-90 = Complete all sections for each session. Sections 4 & 5 reflect a thorough analysis and synthesis of concepts and principles
- B - 89-80 = Complete all sections for each session. Sections 4 & 5 reflect a basic analysis and synthesis of concepts and principles
- C - 79-70 = Complete some of the sections for each session. Sections 4 & 5 reflect a basic analysis and synthesis of concepts and principles
- D - 69-60 = Complete some of the sections for each session.
- F - 59- 0 = Three or fewer of the sections completed.

### Attendance and Conduct

Attendance at all classes for the full day is required. A student's grade will be reduced by one letter grade for each half-day that the student misses. If a student is absent for any portion of either the morning or afternoon session, it is viewed as a half-day absence.

All students must sign all attendance sheets for each course. An attendance sheet will be distributed each morning shortly after class begins and each afternoon shortly before dismissal. If a student does not sign an attendance sheet, the assumption will be made that a half-day absence has occurred for the sheet not signed.

### MECA courses and ISBE Standards

MECA classes, by their very nature and design, address the ISBE Music Content and Professional Teaching Standards throughout the course content. Music technology courses also incorporate the ISBE Technology Standards.

### Academic Honesty

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

- Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.

- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.

### Plagiarism

Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

### Disability Statement

If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.