Graduate Course Number: 7073

Course Title: *High Needs, Monumental Successes: Teaching Music to Low-Income and Underserved Students*

Days/Times of Class Meetings: This course is a combination of asynchronous community discussion and Zoom meetings.

Zoom meeting dates (Attend four out of six):
Sunday, February, 19, 6pm CST
Sunday, March 5, 6pm CST
Sunday, March 19, 6pm CST
Sunday, April 2, 6pm CST
Sunday, April 16, 6pm CST
Sunday, April 30, 6pm CST

Number of Credits for the course: 3 Graduate Credits

Instructor: Don Stinson; 815-919-8980 (cell); dstinson@vandercook.edu

"This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session."

Course Description: This course is an online community based book study of *High Needs, Monumental Successes: Teaching Music to Low-Income and Underserved Students* (GIA Publications) with the author Don Stinson.

From John Bubbet's book review in School Band and Orchestra Magazine: "There are two sides to every teaching job. The "subject content" or the "craft" side of teaching; the reality that making music is the very thing that brought us to this profession in the first place. And then there is the "everything else" or the "job" side of teaching. This book study sets out to detail, provide insight, suggest solutions, and discover the words to use on the "everything else" side of our profession.

Course members will do a deep dive into the "job" side of teaching through the lens of not only low-income and rural settings, but ALL teaching situations, regardless of subject matter, socioeconomic standing, or availability of resources. The main priority of this course is *practicality*. Course members' participation in weekly online discussions will explore techniques that they can use to improve teaching, learning, and understanding immediately.

Teachers will explore several topics during this course, including:

- Characteristics of Our Students. What poverty means, the students it affects, who they are, and digging deeper into knowing your school. Many topics are examined, including observations of low-income students, the cost of being poor, what is negotiable in our programs, attendance, and family/mobility issues.
- Understanding "Why" and Acting with Empathy. Explore how to know and embrace your situation, deal with perceptions, why respect and possessions matter to our kids, why some kids have to make adult choices, and how family structures can vary.
- What Can We Do? In this section, we'll explore multiple situations and ideas to deal with all types of learners and seemingly hopeless situations. Non-traditional programs require non-traditional approaches, including different approaches on practicing, communication, fostering value and self-respect, behavior expectations and classroom management, mental health as it relates to impoverished students, programming, and adapting music for the needs of your ensemble.
- Money, Parent Groups, Student Travel. Discussions on the financial side of running your programs. Title I funds, asking for money, initiating grants, and discovering other resources to benefit your students. Travel opportunities for low-income programs are also discussed, as is fundraising.
- Competition, Motivation, and the Teacher. Are competitions suitable and realistic for your program? Are the stakes too high? What level of motivation do they require? As for the teacher, selflessness is an admirable quality. Neglecting yourself, however, is neither healthy nor productive. Teaching will never be stress-free, but concerning ourselves with attainable goals, appropriate time commitments, and overall self-care can help us avoid career and personal burn-out and help us thrive.

Student Learning Outcomes	Outcomes Assessments
Students will be able to inspect various data sources and research to further understand empathy, advocacy, and designing instruction for students.	Project: School Report Card summarization; identify how your program is reflected by the school report card.
Students will be able differentiate between the main types of poverty that affect students and implement intervention plans to positively affect students.	Final Project: Program Improvement based off School Report Card. Create action items to serve an underserved population or student in your program.
Students will question the current philosophies and trends in music education and determine whether these guidelines are fair and equitable. Furthermore, students will suggest new considerations for inclusion in a music education philosophy.	

Program-Level Outcomes Addressed:

a. Professionalism in Teaching - Candidates will participate in group and character-building activities by working alone and with others to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth. Students will demonstrate the ability to: Research best educational practices; Discern new uses for information from a variety of course work; Reflectively discuss their teaching and ways to enhance it.

b. Excellence in Music- Candidates will explore more deeply the culturally and historically important aspects of music, musicians, and composers throughout the world and across time. Students will demonstrate the ability to: Recognize style traits of various composers, genres, and periods; Identify major and transitional composers in a variety of styles, genres, and periods; Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture.

c. Strength in Character- Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research. Students will demonstrate the ability to: Discuss a variety of educational approaches; Describe why particular educational approaches are chosen for use; Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment:

- Weekly participation in online group message board = 50%
    - All course members should participate in the Schoology or Padlet discussion forum on the weekly topics.
    - Responses to the discussion posts are due by Thursday at 11:59pm. Responses to other course members are due by Sunday at 11:59pm.
- School Report Card Summary = 15%
- School/Program Improvement Plan Summary = 15%
- Zoom Sessions: Attend a minimum of four out of six online Zoom Class sessions. Missed classes can be made up by watching the recording and submitting a reflection to Don Stinson = 20%

Grading Scale
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 & below

Course Calendar

Week 1: February 13-19

- Reading: *High Needs pp. 17-38:* Introduction, Understanding Poverty; Music Students; Who Are We Teaching?; Supplemental Reading
- Assignments
    - Discussion posts and responses to classmates
    - Scenario questions from the text
- ***Online Classes: Sunday, February, 19, 6pm CST on Zoom***

Week 2: February 20-26

- Reading: *High Needs pp. 39-74:* Digging Deeper: Your School and Your Students; Supplemental Reading
- Assignments
    - Discussion posts and responses to classmates
    - Scenario questions from the text

Week 3: February 27-March 5

- Reading: *High Needs pp. 75-94:* Understanding Why and Acting With Empathy; Supplemental Reading
- Assignments
    - Discussion posts and responses to classmates
    - Scenario questions from the text
- ***Online Class: Sunday, March 5, 6pm CST on Zoom***

Week 4: March 6-12

- Reading: *High Needs pp. 95-128:* So What Can We Do? Part 1; Supplemental Reading
- Assignments
    - Discussion posts and responses to classmates
    - Scenario questions from the text
- ***Submissions: School Report Card Summary***

Week 5: March 13-19

- Reading: *High Needs pp. 129-170:* So What Can We Do? Part 2; Supplemental Reading
- Assignments
    - Discussion posts and responses to classmates
    - Scenario questions from the text
- ***Online Class: Sunday, March 19, 6pm CST on Zoom***

<u>Week 6: March 20-26</u>

- Reading: *High Needs pp. 171-196:* So What Can We Do? Part 3; Supplemental Reading
- Assignments
  - Discussion posts and responses to classmates
  - Scenario questions from the text

<u>Week 7: March 27-April 2</u>

- Reading: *High Needs pp. 197-212:* Money, Parent Groups, & Student Travel Part 1; Supplemental Reading
- Assignments
  - Discussion posts and responses to classmates
  - Scenario questions from the text
- ***Online Class: Sunday, April 2, 6pm CST on Zoom***

<u>Week 8: April 2-9</u>

- Reading: *High Needs pp. 213-229* Money, Parent Groups, & Student Travel Part 2; Supplemental Reading
- Assignments
  - Discussion posts and responses to classmates
  - Scenario questions from the text
- ***Submissions: School/Program Improvement Plan Proposal***

<u>Week 9: April 10-16</u>

- Reading: *High Needs pp. 229-240* Money, Parent Groups, & Student Travel Part 3; Supplemental Reading
- Assignments
  - Discussion posts and responses to classmates
  - Scenario questions from the text
- ***Online Class: Sunday, April 16, 6pm CST on Zoom***

<u>Week 10: April 17-23</u>

- Reading: *High Needs pp. 241-266: Competition, Motivation, and The Teacher;* Supplemental Reading
- Assignments
  - Discussion posts and responses to classmates
  - Scenario questions from the text

<u>Week 11: April 24-30</u>

- Reading: *High Needs:* Student Selected Appendices; Supplemental Reading
- Assignments
  - Discussion posts and responses to classmates
  - Scenario questions from the text
- ***Online Class: Sunday, April 30, 6pm CST on Zoom***

- Reading: *High Needs:* tudent Selected Appendices; Supplementary Readings
- Assignments
  - Discussion posts and responses to classmates
  - Scenario questions from the text
- ***Submission: School/Program Improvement Plan Summary***

Instructional Materials: Required Text: *High Needs, Monumental Successes*, by Don Stinson available through GIA Publications & JW Pepper.

Course Bibliography: Other texts will be supplied by the instructor.

Attendance Policy: Students should participate weekly on the discussion boards; students should attend at least four out of six zoom meetings. Students that are unable to attend Zoom meetings may watch the recording and submit a reflection to the instructor.

Candidate Conduct
An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program."

Cell Phone/Computer Policy: As this is an online course, participants should have access to a digital device that allows them to participate in the community discussions and digital correspondence.

Health and Safety
VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

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."