

Course: **Level I** – Making Key Changes: Refresh Your Program

Code: 7313

Credits: 3 graduate credits

Instructor: Dr. Lori Schwartz Reichl

Email:

- Use before/after the course ends: Lori@MakingKeyChanges.com
 - Use during the course: lschwartzreichl@vandercook.edu
-

Website: <https://MakingKeyChanges.com/>

Phone: 443-472-3309

Zoom: Meeting ID: **876 101 9378** Passcode: **8CMRZR**

Course Description

This course is open to ALL subject areas and levels of teaching. Are you in search of mentorship and motivation? Make key changes to refresh your teaching techniques in face-to-face and/or remote instruction! Course assignments are developed with the intention of immediate implementation in your classroom/program. Discover a successful plan to organize efficiently, instruct skillfully, manage behavior effectively, communicate clearly, and collaborate inclusively. Topics will include refreshing various parts of your teaching, including a shared vision, mission statement, motto, handbook/syllabus, classroom management, routines, behavior plan, administrative support, recruitment/retention, collaborative opportunities, adjudication/assessment, organizational procedures, professional development, cultural diversity, inclusivity, and other topics relevant to participants' needs. Make key changes to refresh your teaching!

The course is a creative mentorship and motivational approach intended to encourage reflection, inspiration, collaboration, creation, and ultimately – refreshment!

Attendance Policy

This is a **synchronous** course that meets from June 15 - July 20, 2023 with 6 live required chat sessions. All course sessions are **mandatory**. Students are expected to attend **all** interactive Zoom meetings each Thursday beginning June 15 and ending on July 20 for the **full-time commitment** with audio and video ON throughout each meeting.

Students will reflect on weekly readings in writing and be prepared to share their ideas during the Zoom meetings. Students are expected to communicate in a collegial fashion with the instructor and classmates. Students are expected to complete all readings/reflections and assignments in a timely fashion and submit work on or before the listed due dates. It is also expected that students will inform the instructor as soon as possible if facilitation or accommodations for learning or scheduling reasons are needed.

This is a tightly scheduled 6-week course. Schoology will be updated every Friday with the next week's assignments and resources. Participants are expected to check Schoology for updates.

Course Sessions

Zoom Meeting Times are listed in ET = Eastern Time!

- **Week 1:** Thursday, June 15 @ 11 am ET – 2:30 pm ET
- **Week 2:** Thursday, June 22 @ 11 am ET – 2:30 pm ET
- **Week 3:** Thursday, June 29 @ 11 am ET – 2:30 pm ET
- **Week 4:** Thursday, July 6 @ 11 am ET – 2:30 pm ET
- **Week 5:** Thursday, July 13 @ 11 am ET – 2:30 pm ET
- **Week 6:** Thursday, July 20 @ 11 am ET – 2:30 pm ET

Office Hours

Book a Meeting: <https://calendly.com/makingkeychanges>

Required Materials

- Computer
- Zoom
- Schoology

Course Text

All course readings: <https://makingkeychanges.com/publications/articles>

Student Learning Outcomes

- Students will be able to inspect organizational strategies to improve management, efficiency, and consistency throughout the music program.
- Students will be able to reflect on personal and programmatic strengths and limitations to enhance teaching and learning and examine strategies for diversity, equity, access, and inclusion in the music classroom and rehearsal/performance space.
- Students will be able to explore ideas for a program's vision to include all individuals through an inclusive mission statement, motto, learning objectives, opportunities, and performances.
- Students will be able to compare and contrast rehearsal formats, strategies, and routines to improve student engagement.
- Students will be able to assess strategies for effective collaboration and communication with all program individuals to enhance recruitment and retainment.

Program-Level Outcomes Addressed

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

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 period
- Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture

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.

Grading Criteria

Zoom Meetings = 20% (6 days = 3.33% each)

Lectures/narrated PowerPoint slides will be presented live in class and will cover the topics for that particular day. **Collaborative discussions** will be encouraged. Students will actively participate by listening, reflecting, asking questions, providing feedback, and taking notes as needed with audio and video on throughout each meeting.

Readings & Reflections = 20% (30 reflections = 0.67% each)

Readings will relate to each day's course material. Students are required to reflect on the readings and provide thoughtful, well-articulated written responses to keep conversations ongoing throughout the course. Reflections should be a minimum of **200 words** for each article.

Assignments (#1 - #15) = 60% (15 assignments = 4% each)

Assignments are intended to be completed in the most meaningful and purposeful way so that they can be immediately implemented for use in the student's school program. Beyond the basic instructional requirements, students are encouraged to be as creative as possible and unique to their particular teaching situations. **Revisions** to assignments will be made on an ongoing basis throughout the course.

Below is the rubric that will be utilized to assess and evaluate students in these three categories of learning and understanding:

	Basic	Average	Superior
Zoom Meetings 20% 6 days = 3.33% each	Fails to actively engage in course content, application, and engagement of daily coursework.	Engages actively in course content and application of concepts in daily coursework.	Demonstrates a thorough and deep engagement in course content, application, and understanding of daily coursework.
Readings & Reflections 20% 30 reflections = 0.67% each Reflections should be a minimum of 200 words for each article.	Provides basic/unsatisfactory content and concepts in preparation for this course.	Accurately identifies content and concepts relevant to this course.	Demonstrates a deep understanding and preparation of content and concepts relevant to this course.

<p>Assignments</p> <p>60% 15 assignments = 4% each</p>	<p>Does not adequately complete the assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.</p>	<p>Assignment evidences appropriate structure and organization with an understanding of course goals and outcomes. It is submitted on time.</p>	<p>Assignment is fluid and engaging. It is organized, well-structured and clear, and evidences a deep understanding and application of course goals. It is submitted on time.</p>
--	--	---	---

Course Format & Schedule

PRE-COURSE: Preparation

Pre-Readings to be read **before** the first day of class: (6)

- *Professionalism in Teaching: Treating the Pursuit of Excellence as a Daily Habit*
- *Embrace Your Uniqueness: Gain Inspiration Without Plagiarizing*
- *Prepare to Be Judged: There Is No Better Adjudicator Than Yourself*
- *Live Life Rosie(r): Spread Love Everywhere You Go*
- *Maintain Your Musicianship: Dust Off Your Instrument and Experience the Benefits*
- *Everyday Networking: Forget the Rules and Just Be You*

Locate and have access to the following documents/files **for the first day of class**:

- Program Handbook or Course Syllabus
- Behavior/Discipline Plan (may be included in handbook/syllabus)
- most recent Concert Program (non-virtual performance)
- one full Score of a piece of music you plan to perform for the upcoming school year

WEEK 1: Perception is Everything

o Introduction:

- Instructor
- Colleagues
- Course
- Attitude of Gratitude

o Reflective Sharing of Pre-Readings

o Content Presentation:

- Perception
- Honor Tradition, Embrace Uniqueness, Ignite Innovation
- Vision
- Mission Statement
- Motto & Logo
- Scheduling

- Handbook/Syllabus

o Assignments:

- #1: Create a video/slideshow introduction.
- #2: Create a program motto and logo.
- #3: Create a program mission statement.

o Readings & Reflections: (5)

- *5 Skills of an Engaged and Enthusiastic Mentee*
- *Stop, Drop, and Scroll: Questions to Guide Your Social Media Etiquette*
- *Sharpen Your Vision: Envisioning and Articulating Your Program's Future*
- *A Motto for Success: The Surprising Benefits of Music Classroom Sloganeering*
- *A Pathway to Perpetual Purpose and Pride: Sharing Stories about Ourselves*

WEEK 2: Routines Rule

o Reflective Sharing of Week 1 Readings & Week 1 Assignments

o Collaborative Feedback on Week 1 Assignments

o Content Presentation:

- Classroom/Rehearsal Space Advantages & Limitations
- Classroom Management
 - ✓ Respectful relationships
 - ✓ Redirecting behaviors
 - ✓ Nonverbal cues
- Behavior Plan
- Lesson/Rehearsal Format
- Scope & Sequence
- Classroom/Rehearsal Routines

o Assignments:

- #4: Create/Edit a handbook/syllabus.
- #5: Create/Edit a lesson/rehearsal agenda.
- #6: Create/Edit a behavioral plan.

o Readings & Reflections: (4)

- *Management Potential: A Purposeful and Passionate Plan for Managing the Music Classroom*
- *Make It Stick: Implement Rehearsal Routines*
- *Speak the Language: Use Proper, Specific Musical Vocabulary in Your Daily Instruction*
 - *The Power of Pause: How Storytelling Can Promote Rejuvenation in a Classroom*

WEEK 3: Stronger Together

- o Reflective Sharing of Week 2 Readings & Week 2 Assignments
- o Collaborative Feedback on Week 2 Assignments
- o Content Presentation:
 - Clear Communication
 - Administrative Support
 - Meeting Agendas

o Assignments:

- #7: Create an administrative meeting agenda.

o Readings & Reflections: (4)

- *The Heartbreaking Truth About Education: Why and How Will We Survive? with Lessons Learned for the Space Shuttle Challenger's Explosion: Listen to Employees*
- *Stronger Together: How to Get the Principal on Your Side*
- *Friendship As Mentorship: Colleagues Can Be Your Best Resource Professionally & Personally*
- *Meet the Parents: Encourage Positive Interaction Before Instruction*

WEEK 4: Build It and They Will Come

- o Reflective Sharing of Week 3 Readings & Week 3 Assignments
- o Collaborative Feedback on Week 3 Assignments
- o Content Presentation:
 - Community Collaborations
 - Performance Opportunities
 - Recruitment & Retention

o Assignments:

- #8: Create a new performance opportunity.
- #9: Create/Edit a recruitment presentation/video.

o Readings & Reflections: (3)

- *Build It and They Will Come: Recruiting and Retaining Students*
- *Spring Forward: Recognize the Importance of Recruitment Presentations*
- *Advising Students on Majoring in Music: A Little Nudge Can Do Them Good*

WEEK 5 (Part 1): Mirror, Mirror on the Wall, Am I Providing Opportunities Reflecting All?

- o Reflective Sharing of Week 4 Readings & Week 4 Assignments
- o Collaborative Feedback on Week 4 Assignments
- o Content Presentation:
 - Cultural Diversity

- Curriculum as a Mirror & Window
- Modes of Learning/VARK Learning Styles
- Repertoire Selection
- Student Voice & Choice
 - ✓ Feel
 - ✓ Interpret
 - ✓ Learn

o Assignments:

- #10: Write an original program note **and** a lesson prelude.

o Readings & Reflections: (3)

- *Mirror, Mirror on the Wall: Am I Providing Opportunities Reflecting All?*
- *The Promise of Artistic Process: Social Emotional Learning (SEL) Aligns the Standards - Part 2*
- *A Prelude to Performance: Instructional Methods for Introducing a Musical Selection*

WEEK 5 (Part 2): Get with the Program

o Content Presentation:

- Cultural Diversity – continued
- Concert Programming
- Student Reflection

o Assignments:

- #11: Create/Edit a concert program.

o Readings & Reflections: (2)

- *Get with the Program: It Can Be the Icing on a Concert's Cake*
- *The Concert Is Over: Now What?*

WEEK 6 (Part 1): Preparation for Assessment

o Reflective Sharing of Week 5 Readings & Week 5 Assignments

o Collaborative Feedback on Week 5 Assignments

o Content Presentation:

- Music Adjudication
- Performance Etiquette
- Selected Response Assessment

o Assignments:

- #12: Create selected-response questions.

o Readings & Reflections: (3)

- *Now Is the Time: Music Education Challenges Core Curricula for First Chair*
- *Preparation for Adjudication A Checklist for Success*

- *Do You Hear What I Hear? Isolating and Attacking Musical Phrases for Accuracy*

WEEK 6 (Part 2) The End is Near

o Content Presentation:

- End-of-Year Procedures
- Mentorship/Networking
- Showing Gratitude
- Professional Development
- Summer Musical Opportunities
- Follow-up on previous topics
- Discussion on non-addressed material
- Final questions
- Ideas for future articles
- ONE Word & Photo

o Assignments:

- #13: Construct a list of end-of-year tasks.
- #14: Construct a program/personal development plan.
- #15: Complete course reflection.

o Readings & Reflections: (6)

- *The Final Countdown: Make the Moments Count, Don't Count the Days that Remain*
- *Summer Is Coming: Make a Musical Splash*
- *Prepare for Next Year: Reflection, Excitement, and Initiation Must Start Now*
- *Show Gratitude: Make Real Contact by Giving Thanks, and Meaning It*
- *An Individual Path: Thinking Outside the Box When Making Career Changes*
- *If I Could Turn Back Time: A Letter to My Younger Self*

Course Assessments

Readings & Reflections

- o As listed (above) in the Course Format & Schedule.

Pre-Assignments

o Pre-Readings to be read before the first day of class: (6)

- *Professionalism in Teaching: Treating the Pursuit of Excellence as a Daily Habit*
- *Embrace Your Uniqueness: Gain Inspiration Without Plagiarizing*
- *Prepare to Be Judged: There Is No Better Adjudicator Than Yourself*
- *Live Life Rosie(r): Spread Love Everywhere You Go*

- *Maintain Your Musicianship: Dust Off Your Instrument and Experience the Benefits*
- *Everyday Networking: Forget the Rules and Just Be You*
- o **Locate and have access to the following documents/files with you for the first day of class:**
 - Access to ZOOM
 - Program Handbook/Course Syllabus
 - Behavior/Discipline Plan (may be included in handbook/syllabus)
 - most recent Concert Program
 - one full Score of a piece of music you plan to perform for the upcoming school year (electronic is acceptable)

Assignment #1

- o **Create a Slide Show Introduction of Yourself:**
 - To be created as a Slideshow and/or Video (PowerPoint, Keynote, iMovie, etc.).
 - Intend for this to be used in the fall as an introduction presented to your students.
 - Include at least 5 slides.
 - Include some photos and music.
 - Be creative! Consider including personal/professional background, previous jobs, family, non-music interests, etc.
 - You will present your introduction in class to your peers.
 - o A timer will be set for 5 minutes!
 - You may not extend beyond this time limit.
 - Exemplar to be provided in virtual meeting presentation.

Assignment #2

- o **Create a Program Motto and Logo:**
 - Be creative! Consider school lingo, mascots, colors, etc.
 - Exemplar to be provided in virtual meeting presentation.

Assignment #3

- o **Create a Program Mission Statement:**
 - To be created as one slide of a Slideshow (PowerPoint, Keynote, etc.).
 - Be creative! Consider several aspects of the program.
 - Exemplar to be provided in virtual meeting presentation.

Assignment #4

- o **Create/Edit a Handbook/Syllabus:**
 - To be created as a word document.
 - Include your newly designed program motto and illustration.
 - Include your newly formulated mission statement.

- Exemplar to be provided in virtual meeting presentation.

Assignment #5

o **Create/Edit a Lesson/Rehearsal Agenda:**

- To be created as one slide of a Slideshow (PowerPoint, Keynote, etc.).
- Include your newly designed program motto and illustration.
- Exemplar to be provided in virtual meeting presentation.

Assignment #6

o **Create/Edit a Behavior Plan:**

- To be created as one slide of a Slideshow (PowerPoint, Keynote, etc.).
- Include your newly designed program motto and illustration.
- Exemplar to be provided in virtual meeting presentation.

Assignment #7

o **Create an Administrative Meeting Agenda:**

- To be created as a word document.
- Include your newly designed program motto and illustration.
- Include your newly formulated mission statement.
- Include the following categories to be discussed:
 - Accomplishments
 - Goals
 - Expectations
 - Challenges
 - Materials for Instruction
 - Invitation to Participate
 - Professional Development
- Exemplar to be provided in virtual meeting presentation.

Assignment #8

o **Create a New Performance Opportunity:**

- To be created as a word document.
- Include the following categories to be discussed:
 - Why?
 - What?
 - Who?
 - When?
 - Where?
 - How?
- Ideas to be discussed in virtual meeting presentation.

Assignment #9

o **Create/Edit a Recruitment Presentation/Video:**

- To be created as a Slideshow (PowerPoint, Keynote, etc.) or Video.
- Include your newly designed program motto and illustration.
- Include your newly formulated mission statement.
- Include the following components:
 - Photographs
 - Video
 - Music
- Ideas to be discussed in virtual meeting presentation.

Assignment #10

o **Create/Edit a Concert Program:**

- To be created in any format you choose.
- Include your newly designed program motto and illustration.
- Include your newly formulated mission statement.
- Ideas to be discussed in virtual meeting presentation.

Assignment #11a & #11b

o **Write an Original Program Note (a) and a Lesson Prelude (b):**

- Program note – To be created as a word document.
- Lesson Prelude – To be created as a Slideshow (PowerPoint, Keynote, etc.).
- Ideas to be discussed in virtual meeting presentation.

Assignment #12

o **Create Selected Response Questions:**

- To be created as a word document.
- Include the following 4 types of questions:
 - Multiple Choice (4)
 - True/False (4)
 - Matching (8)
 - Fill in the Blank (4)
- Exemplars to be provided in virtual meeting presentation.

Assignment #13

o **Construct a List of End-of-Year Tasks:**

- To be created in any format you choose (bulleted, list, etc.).
- Ideas to be provided in virtual meeting presentation.

Assignment #14

o **Construct a Program/Personal Development Plan:**

- To be created as a word document.
- Intended to be used as a final reflection and action plan.

- Ideas to be provided in virtual meeting presentation.

Assignment #15

- o **Complete Course Reflection:**

- Attitude of Gratitude template to be provided.