



Course: **Level II** – Making **MORE** Key Changes: Motivation for the Seasoned Educator

Code: 7323

Credits: 3 graduate credits

Instructor: Dr. Lori Schwartz Reichl

Email:

- Use before/after the course ends: Lori@MakingKeyChanges.com
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Course Description

This course is open to ALL subject areas and levels of teaching as an extension of “Making Key Changes: Refresh Your Program (Level I).” In order to register for “Making MORE Key Changes: Motivation for the Seasoned Educator (Level II),” interested students should have taken “Making Key Changes: Refresh Your Program” either through VanderCook College of Music **or** at The University of the Arts between the summers of 2019 and 2022. If an interested student has not taken this prerequisite course, they may email Dr. Lori Schwartz Reichl [Lori@MakingKeyChanges.com] for a potential exception based on their experiences. Similar to Level I, this course is a creative mentorship and motivational approach intended to encourage reflection, motivation, and change both personally and professionally. There will be a brief review of content from Level I, with topics such as branding, burnout, creativity, leadership, relevancy, professional development, and transitions to be discussed in greater detail.

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 Meetings

Zoom Meeting Times are listed in ET = Eastern Time!

- **Week 1:** Thursday, June 15 @ 8 pm ET – 10:30 pm ET
- **Week 2:** Thursday, June 22 @ 8 pm ET – 10:30 pm ET
- **Week 3:** Thursday, June 29 @ 8 pm ET – 10:30 pm ET
- **Week 4:** Thursday, July 6 @ 8 pm ET – 10:30 pm ET
- **Week 5:** Thursday, July 13 @ 8 pm ET – 10:30 pm ET
- **Week 6:** Thursday, July 20 @ 8 pm ET – 10:30 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>

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

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% (13 reflections = 1.5% 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 **400 words** for each article.

Assignments (#1 - #15) = 60% (10 assignments = 6% 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 program/course. Beyond the basic instructional requirements, students are encouraged to be as creative as possible and unique to their 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
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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% 13 reflections = 1.5% each Reflections should be a minimum of 400 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.
Assignments 60% 10 assignments = 6% each	Does not adequately complete the assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.	Assignment evidences appropriate structure and organization with an understanding of course goals and outcomes. It is submitted on time.	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.

Course Format & Schedule

PRE-COURSE: Preparation

Pre-Readings to be read **before** the first day of class: **(3)**

- *From One End to the Next: Will We Be Ready?*
- *Expand Your Circle: Creating Pathways to Inspired Potential*
- *Has Your Flame Burned Out or Have You (Temporarily) Lost Your Spark?*

WEEK 1: Branding & Broadening

o Introduction:

- Instructor
- Colleagues
- Course
- Attitude of Gratitude

o Reflective Sharing of Pre-Readings

o Content Presentation:

- Perception
- Honor Tradition, Embrace Uniqueness, Ignite Innovation
- Dream

- Vision & Mission
- Logo Expansion
- Website/Social Media Utilization
- Student Voice & Choice
- Incorporating SEL

o Assignments:

- #1: Update a video/slideshow introduction.
- #2: Create a personal/professional vision & mission.

o Readings & Reflections: (2)

- *Mission Possible: It Is Never Too Late to Refresh the Vision*
- *The Student Voice: Are We Listening and Adapting?*

WEEK 2: Creativity & Collaboration

o Reflective Sharing of Week 1 Readings & Week 1 Assignments

o Collaborative Feedback on Week 1 Assignments

o Content Presentation:

- Expanding a Program
- Developing a New Course, Ensemble, or Unit
- Envisioning a New Position
- Scope & Sequence

o Assignments:

- #3: Create a New Course/Ensemble/Unit/Position.

o Readings & Reflections: (1)

- *The Capacity to Collaborate: 5 Steps to Empower Teamwork*

WEEK 3: Lessons in Leadership

o Reflective Sharing of Week 2 Readings & Week 2 Assignments

o Collaborative Feedback on Week 2 Assignments

o Content Presentation:

- Demonstrating Leadership & Advocacy
- Promoting Student Leadership
- Expanding Administrative Support
- Updating Meeting Agendas

o Assignments:

- #4: Explore Leadership/Advocacy Opportunities.
- #5: Update an administrative meeting agenda.

o Readings & Reflections: (2)

- *An Evolution in Education: Supporting Our Administrators May Be the Key Change Needed*
- April 2023 article (education)

WEEK 4: Professional Development

- o Reflective Sharing of Week 3 Readings & Week 3 Assignments
- o Collaborative Feedback on Week 3 Assignments

o Content Presentation:

- Developing Yourself
- Continuing Education
- Making an Impact/Remaining Relevant
- Attending/Presenting at Conferences
- Authoring an article
- Adjudicating/Guest Conducting
- Adjunct Teaching
- Mentoring
- Speaking
- Updating Resume/CV
- Interviewing Techniques

o Assignments:

- #6: Develop a professional development plan of opportunities.
- #7: Update resume.

o Readings & Reflections: (2)

- *5 Things Teachers Can Do to Recharge Over the Summer*
- June 2023 article (interviewing)

WEEK 5: Managing Stress & Burnout

- o Reflective Sharing of Week 4 Readings & Week 4 Assignments
- o Collaborative Feedback on Week 4 Assignments

o Content Presentation:

- Acknowledging/Managing Feelings and Actions
- Addressing Stress & Burnout
- Discovering Strategies for Relaxation and Joy
- Recovering from Rejection

o Assignments:

- #8: Design/Edit a personal plan/schedule.

o Readings & Reflections: (1)

- *Productivity Versus Presence: A Dedicated Decision for December (and the New Year!)*

WEEK 6: Tackling Transitions

- o Reflective Sharing of Week 5 Readings & Week 5 Assignments
- o Collaborative Feedback on Week 5 Assignments

o Content Presentation:

- Changing Jobs/Locations/Responsibilities

- Mentorship/Networking
- Showing Gratitude
- Follow-up on previous topics
- Discussion on non-addressed material
- Final questions
- Ideas for future articles
- ONE Word & Photo

o Assignments:

- #9: Create a plan for transition.
- #10: Complete course reflection.

o Readings & Reflections: (2)

- *Leading By Example: Making Key Changes in Your Career with An Individual Path: Thinking Outside the Box When Making Career Changes*
- May 2023 article (transitioning)

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: (3)

- *From One End to the Next: Will We Be Ready?*
- *Expand Your Circle: Creating Pathways to Inspired Potential*
- *Has Your Flame Burned Out or Have You (Temporarily) Lost Your Spark?*

Assignment #1

o Update 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 Personal/Professional Vision & Mission**

- Be creative! Be concise. Be committed. Your mission is possible!
- Exemplar to be provided in virtual meeting presentation.

Assignment #3

o **Create a New Course/Ensemble/Unit/Position:**

- To be created as a Slideshow (PowerPoint, Keynote, etc.) **or** as a word document.
- Be creative! Consider several aspects of the program.
- Exemplar to be provided in virtual meeting presentation.

Assignment #4

o **Explore Leadership/Advocacy Opportunities:**

- To be created as a word document.
- Include positions.
- Include ways to lead/advocate.
- Include pros & cons.

Assignment #5

o **Update an Administrative Meeting Agenda:**

- To be created as a word document.
- Include your program motto and illustration.
- Include your program 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 #6

o **Develop a Professional Development Plan of Opportunities:**

- To be created as a word document.
- Include your vision and mission.
- List events, dates, application dates, etc.
- Exemplar to be provided in virtual meeting presentation.

Assignment #7

o **Update Resume.**

- To be created as a word document.
- Include your vision and mission.
- Exemplar to be provided in virtual meeting presentation.

Assignment #8

o **Design/Edit a Personal Plan/Schedule:**

- To be created as a word document.
- Include your vision and mission.
- Exemplar to be provided in virtual meeting presentation.

Assignment #9

o **Create a plan for transition:**

- 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 #10

o **Complete Course Reflection:**

- Attitude of Gratitude template to be provided.