This is a tentative syllabus! The final syllabus will be uploaded to Schoology and emailed to all course participants by Friday, May 27. After this date, students may begin the Pre-Assignments. However, students should wait for in-class clarification and exemplars to be provided before beginning Assignments #1 - #15.

Course: Making Key Changes: Refresh Your Music Program

Code: 7522

Credits: 3 graduate credits

Faculty: Dr. Lori Schwartz Reichl

Email:
- Use before the course start date and after the course ends: Lori@MakingKeyChanges.com
- Use beginning on the course start date and throughout the course: lschwartzreichl@vandercook.edu

Website: https://makingkeychanges.com/

Cell Phone: 443-472-3309

Course Description

This course is open to ALL subject areas and levels of music. 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 to 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 an inclusive 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, and other topics relevant to participants' needs. Make key changes to refresh your teaching!

The course is based on Dr. Reichl’s diverse experiences of teaching in rural schools, Title I schools, and a school assigned to corrective action; opening two new secondary schools (one in Pennsylvania, one in Maryland); supervising collegiate music education interns; and consulting for various school systems. She presents the thoughts,
strategies, and techniques she employs in collaboration with all program individuals –
students, families, colleagues, administration, and community supporters to ensure a
positive, productive, and inclusive learning environment. The course is a creative
mentorship and motivational approach intended to encourage reflection, inspiration,
collaboration, creation, and ultimately – refreshment!

Technology Code

<table>
<thead>
<tr>
<th>Zoom Access</th>
<th>Meeting ID: 876 101 9378</th>
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<tbody>
<tr>
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<td>Passcode: 8CMRZR</td>
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Meeting Times

<table>
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<tr>
<th>DATES &amp; TIMES</th>
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| **Week 1:** Thursday, June 9 @ 7 pm ET – 10 pm ET  
  * Evening times for this date only are to accommodate teachers who may still be working in their schools.  
| **Week 2:** Thursday, June 16 @ 11 am ET – 2:30 pm ET  
| **Week 3:** Thursday, June 23 @ 11 am ET – 2:30 pm ET  
| **Week 4:** Thursday, June 30 @ 11 am ET – 2:30 pm ET  
| **Week 5:** Thursday, July 7 @ 11 am ET – 2:30 pm ET  
| **Week 6:** Thursday, July 14 @ 11 am ET – 2:30 pm ET  
| **Week 7:** Thursday, July 21 @ 11 am ET – 2:30 pm ET  
| **Week 8:** Thursday, July 28 @ 11 am ET – 2:30 pm ET  

Office Hours

| TIMES: 11 am ET – 12 pm ET  
| DAYS: Tuesdays & Wednesdays (from June 12 – July 27)  

Required Materials

| Computer  
| Zoom  
| Schoology  

Course Textbook

All course readings: [https://makingkeychanges.com/publications/articles](https://makingkeychanges.com/publications/articles)
Course Details

Students are expected to attend all interactive Zoom meetings each Thursday beginning June 9 and ending on July 28 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/reflectios and assignments in a timely fashion. 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 8-week course.

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 stakeholders in 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 stakeholders to enhance recruitment and retention.

Grading Criteria

- Zoom Meetings = 20% (8 days = 2.5% 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% (28 reflections = 0.72% 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 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:

<table>
<thead>
<tr>
<th></th>
<th>Basic</th>
<th>Average</th>
<th>Superior</th>
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<tbody>
<tr>
<td>Zoom Meetings</td>
<td>Fails to actively engage in course content, application, and engagement of daily coursework.</td>
<td>Engages actively in course content and application of concepts in daily coursework.</td>
<td>Demonstrates a thorough and deep engagement in course content, application and understanding of daily coursework.</td>
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<tr>
<td>20% 8 days = 2.5% each</td>
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<tr>
<td>Readings &amp; Reflections</td>
<td>Provides basic/unsatisfactory content and concepts in preparation for this course.</td>
<td>Accurately identifies content and concepts relevant to this course.</td>
<td>Demonstrates a deep understanding and preparation of content and concepts relevant to this course.</td>
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<tr>
<td>20% 28 reflections = 0.72% each</td>
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<tr>
<td>Assignments</td>
<td>Does not adequately complete the assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.</td>
<td>Assignment evidences appropriate structure and organization, understanding of course goals and outcomes. It is submitted on time.</td>
<td>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.</td>
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<tr>
<td>60% 15 assignments = 4% each</td>
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Course Format & Schedule

PRE-COURSE: Preparation

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

- 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 & Illustration
    • Scheduling
    • Handbook/Syllabus
  o Assignments:
    • #1: Create a video/slideshow introduction.
    • #2: Create a program motto and illustration.
    • #3: Create a program mission statement.
  o Readings & Reflections:
    • 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

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

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

Readings & Reflections:
- 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
- Reflective Sharing of Week 2 Readings & Week 2 Assignments
- Collaborative Feedback on Week 2 Assignments
- Content Presentation:
  - Clear Communication
  - Administrative Support
- Assignments:
  - #7: Create an administrative meeting agenda.
- Readings & Reflections:
  - 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
- Reflective Sharing of Week 3 Readings & Week 3 Assignments
- Collaborative Feedback on Week 3 Assignments
- Content Presentation:
  - Community Collaborations
- Performance Opportunities
- Recruitment & Retention

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

Readings & Reflections:
- 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: Mirror, Mirror on the Wall, Am I Providing Opportunities Reflecting All?
- Reflective Sharing of Week 4 Readings & Week 4 Assignments
- Collaborative Feedback on Week 4 Assignments
- Content Presentation:
  - Cultural Diversity
  - Curriculum as a Mirror & Window
  - Modes of Learning/VARK Learning Styles
  - Repertoire Selection
- Assignments:
  - #10: Write an original program note and a lesson prelude.
- Readings & Reflections:
  - 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 6: Get with the Program
- Reflective Sharing of Week 5 Readings & Week 5 Assignments
- Collaborative Feedback on Week 5 Assignments
- Content Presentation:
  - Cultural Diversity – continued
  - Concert Programming
  - Student Reflection
- Assignments:
  - #11: Create/Edit a concert program.
- Readings & Reflections:
  - Get with the Program: It Can Be the Icing on a Concert's Cake
The Concert Is Over: Now What?

WEEK 7: Preparation for Assessment
  o Reflective Sharing of Week 6 Readings & Week 6 Assignments
  o Collaborative Feedback on Week 6 Assignments
  o Content Presentation:
    • Music Adjudication
    • Selected Response Assessment
  o Assignments:
    • #12: Create selected-response questions.
  o Readings & Reflections:
    • *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 8: The End is Near
  o Reflective Sharing of Week 7 Readings & Week 7 Assignments
  o Collaborative Feedback on Week 7 Assignments
  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 Post-Assignments:
    • #13: Construct a list of end-of-year tasks.
    • #14: Construct a program/personal development plan.
    • #15: Complete course reflection.
  o Readings & Reflections:
    • *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
• Everyday Networking: Forget the Rules and Just Be You
• An Individual Path: Thinking Outside the Box When Making Career Changes

Course Requirements and Assessment

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:
    • 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
  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
    • 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!
    • Exemplar to be provided in virtual meeting presentation.
Assignment #2
  o Create a Program Motto and Illustration:
    • 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
- **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
- **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
- **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 #11
- **Write an Original Program Note and a Lesson Prelude:**
  - 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.