

MMED/PMED 713 Aspiring to Excel; Leadership for Music Education

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Instructor

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Required texts (provided through UArts the first day of class)

The Art of War, Sun Tzu (Dover Publications, ISBN 0-486-42557), This text is available through many publishers including free online. This choice is inexpensive and has useful annotations.

Embracing Administrative Leadership in Music Education, John Clinton
(GIA Publications, ISBN 978-1-62277-166-0)

Tips for Success, Guide for Instrumental Music Teachers, Music Achievement Council 2010, (Available **free online**, <https://www.nammfoundation.org/EDUCATOR-RESOURCES/MAC-TIPS-SUCCESS>, or hardcopy through Hal Leonard, \$15).

PRE-ASSIGNMENT

To be turned in (in written form) upon arrival or emailed in advance:

1. Provide the following:
 - A. Name, address, e-mail address and telephone number, web page or Facebook page
 - B. Work history starting with your current position
 - C. Why did you choose music as a career?
 - D. Why did you choose music education as a career?
 - E. Why did you elect to take this course?
 - F. What do you hope to receive from this course?
 - G. Are you interested in becoming an administrator (curriculum or building)? Why, or why not?
2. From your perspective, what is the major national problem facing Music Education today? (Do not include your own or local problems. We will deal with those during the course).
3. Bring a copy of your program, department and school district's budget.
4. Identify a significant need in your program (advocacy, money, scheduling, resources, facility, people, etc.) and in one paragraph describe the background, details and variables of that need. You will be sharing the description with the class and working on resolving that need throughout the week.
5. Read Tip 17 from Tips for Success, Guide for Instrumental Music Teachers, and be prepared to discuss to what extent those critical factors are present in your school district. (Tips can be found at <https://www.nammfoundation.org/EDUCATOR-RESOURCES/MAC-TIPS-SUCCESS>)

Program Objectives

Students completing graduate music education coursework through The University of the Arts...

- Understand (and be able to articulate) the essential tenets of music education
- Understand the importance of standards-based education, quality design and assessment strategies, and foundational teaching methods
- Demonstrate an understanding and application of the four domains of professional practice through quality teaching and musicianship
- Demonstrate the application of pedagogical and methodological means to teach music and employ effective teaching methods
- Utilize technology in diverse ways as a teacher and in support of student learning
- Communicate and collaborate with peers in diverse musical environments and school communities
- Are creative and innovative musicians who share these musical strengths with their learners through teaching
- Understand the diverse cultural, communal, and learning needs of 21st century students

Course Description

Aspiring to Excel will address the importance of leadership and excellence in the education of students through music. The intention of this course is to stress the 'what to's' and the 'how to's' of effective leadership. Scheduling, day to day organizational methods, effective advocacy strategies, curriculum and grading, faculty cohesiveness, peer relationships, avoiding burnout, image building and departmental balance issues will be the focus of the course. Individual needs and issues of the participants will be analyzed along with the development of strategies to address them. A continuing commitment to excellence will be stressed in order for the music educator to begin focusing on what is best in a given situation, rather than what is wrong.

Student Learning Outcomes

The course is designed to equip music educators with the tools, skills and strategies to successfully manage the non-musical responsibilities of your positions that can consume up to 50% of the job. Students completing the course will:

- Understand effective communication practices to get their messages heard and understood
- Learn the importance of data collection and analysis, and how to leverage that information for program organization, delivery and advocacy
- Learn the legal requirements of budget development-spending, and how to organize purchasing practices to maximize budget allocations
- Explore time as a variable of school life and examine strategies to develop better calendar organization, scheduling and staffing plans
- Understand the essentials of staff evaluation and assessment
- Understand the basics of student assessment and grading
- Explore curriculum standards and curriculum development
- Understand the importance of managing change and department culture
- Understand effective strategies for the recruiting and retention of students and staff
- Learn effective methods to create an arts education advocacy plan for their school and district
- Generate an annual plan that organizes curriculum, events, professional development and advocacy activities
- Identify a significant need in their program and develop an action plan to address that need

Grading Criteria and Assessment Methods

Course assessment, evaluation and grading is based upon three factors: (1) the completion of the pre-assignment, (2) active engagement in daily course studies and (3) in the completion of the final assignment/post-assignment.

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

Please note that pre-assignment and final/post assignments should be included in the course outline at the end of this syllabus.

	Basic	Average	Superior
Pre-assignment	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.
During class formative assessments	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.
Final/Post-assignment	Does not adequately complete the final assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.	Final assignment/post-assignment evidences appropriate structure and organization, understanding of course goals and outcomes. It is submitted on time.	Final assignment/post-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.

The [Grading Policy](#) can be found in the Course Catalogue.

Academic Integrity Policy

A primary tenet of this course is to prepare students for professional responsibilities as teachers. The timely arrival to class as well as the daily preparation and engagement in course studies is essential.

University policy on [Academic Integrity](#) may be found in the UArts catalog.

If students are not clear about what constitutes plagiarism, you might recommend ***Introduction to Research and Documentation*** available on the University Libraries website.

Absences

Due to the compressed nature of the five-day intensive course structure, absences from class will not be accepted. Students who arrive late to class or leave early will be held accountable for missed time through additional assignments to be completed outside of course hours.

Technology

Policies on Technology may be found in the Course Catalogue.

Class Format

All summer music studies courses that meet in-person are five-day intensive courses typically running for 8 hours per day. Students are responsible for preparation of materials, for engaging in course content as per the course description, and in being responsive to completion of pre and post coursework as detailed in the course outline.

Courses offered online may be in a different format and may run for a longer amount of time, specific to the needs and intents of the course content.

Course Outline

(Subject to change.)

MONDAY: Action!

Getting to Know You

UA Welcome

Why We Are Here This Week

July and August

Politics: Control of Money, Time, and Influence

Begin afternoon assignment: Art of War: Chapter 1: Laying Plans

Blueberry Story

Art of War: Chapter 1: Laying Plans

September

Five Fatal Assumptions (Tips for Success #13)

Issues Presentation & Discussions

- Gap Analysis/SWOT/ Backend Planning Sheets (for final project)
- Story Telling
- 20 slides at 20 seconds max

Elevator Speech

Participant Reflection

What new ideas/tools have you found?

Have you acquired a new skill? Improved a skill?

What new problems to solve have you identified?

Do you have a new story?

Have you identified a new perspective?

What is your best “stolen idea” of the day?

Did you get to know someone better today?

Tomorrow’s Assignment:

Art of War: Chapters 2, 3 and 13

Read Tuesday materials

Review Tips

TUESDAY: Rules, Roles and Relationships

Putting It Together

October

WHAT Makes the Difference? WHO makes the difference?

- Sir Ken Robinson: Video
- Daniel Pink: A Whole New Mind
- <http://www.youtube.com/watch?v=WhKLSTBSgwl>

- Principal and Superintendent Magazines

Rules for A Healthy Music Department

- Connectedness-relationships-ownership
- Website, Facebook, Twitter
- Newsletter
- Staff meetings
- Calendar
- Department meetings
- Recruiting

Lifted

Etzel Letters

Art of War Chapters 2, 3, 13

Frame the Debate

Cartoons

November

Leadership Profile

- Temperament Survey Handout
- Leadership Aikido
- Wizard of Westwood

Data Driven Decision Making: D3M

- Value Added Assessment
- Enrollment
- Achievements
- Standards Testing & Rubrics
- RTI
- Who controls data?
- Is data objective?

Perception

- What Do People Know About Us?
- What Do We Know About Each Other? Tips for Success #3
- Proactive Is Better Than Reactive Tips for Success #22
- Critical Factors for a Successful Program Tips for Success #17
- Working With Administrators Tips for Success #5

Participant Reflection

Tomorrow's Assignment:

Art of War: Chapters 4, 5 and 6

Wednesday Materials

The School Administrator

- Why the Arts Deserve Center Stage
- Bucking Trends: Expanding the Arts
- Creating a Brighter Workforce With the Arts
- The Arts in Contemporary Education
- Creating a Whole New World

Principal Leadership, November 2009 NASSP

- Transform With the Arts
- Visual and Performing Arts
- A Study of Quality in Arts Education

WEDNESDAY: It Is All About Communication

December

Team Development

Nine Rules for Communicating

- Communicating With Your Community Tips for Success #11
- Great Ways To Get Your Message Out Tips for Success #12
Resource Packet
- Press release assignment for Friday

Recruiting materials

District-wide events Tips for Success #12

What Administrators Can Do Tips for Success #15 & #5

Art of War: Chapters 4, 5 and 6

Instruction in Inclusive Classrooms: Expectations

- Special Education Acronym Quiz

Readings

AASA: Magazine Articles

NASSP: Magazine Articles

SBO Article

The Four E's

January-February

Telling Your Story

- WASD Auditorium

Fifty Ways to Build Your Program Tips for Success # 13

Where to Look for Money and Grant Writing

Tomorrow's Assignment:

Art of War: Chapters 7, 8, 9 and 10

Thursday materials

THURSDAY: Putting It Together

CHANGE!

- Did You Know?

Assessment: How Do We Know Teaching Actually Works?

- What drives your curriculum?
- Homework
- Rubrics
- Tenets
- The power of Zero

Budget

- Money, Money, Money

March

NAMM Foundation Best Communities for Music Education Application

Time

- Growth cannot happen without excess capacity. Other than that, your best intentions are in a straight jacket.
- Priorities and Scheduling Music
- Set priorities
- No is an OK answer

April

Art of War Chapters 7, 8, 9 and 10

SPONGE

People

- Tip #21: Hiring
- Taking Care of People
- Burnout
- Motivating Teachers Who Don't Care

Tomorrow's Assignment:

- Art of War: Chapters 11 and 12
- Press Release (Bring 3 copies)
- Presentations with take-away (Bring 8 copies)
- Elevator speech

FRIDAY: You Must Participate In Your Own Rescue

Prepare a 5-minute presentation on an aspect of your program (issue-challenge-problem-situation-opportunity, something specific) that needs attention. Your audience will include a colleague, your principal, your superintendent, a community member and a school board member. Your objective is to inform and motivate the panel regarding the topic of your presentation. The panel will ask questions following the presentation. Do you have a compelling need? Can you make a compelling presentation? Have you incorporated data into your preparation? Prepare a summary-info-data-FAB sheet to leave with the panel. Prepare a SWOT/Back-end planning or similar analysis as part of your research.

Presentations

May-June

Parking lot

30- second elevator speech

Final Thoughts

50 Rules for Winning When it Gets Weird

Art of War: Chapters 11 and 12

Best presentations

Press releases

Seuss Book

UA Evaluation

Disability Services

Any student eligible for and requesting academic accommodations due to a disability should provide an Accommodation Form from Disability Services within the first two weeks of the semester.

Academic Integrity Policy

A primary tenet of this course is to prepare students for future professional responsibilities as teachers. The timely arrival to class as well as the weekly preparation of readings and completion of projects is essential. Throughout this course, students will gain an awareness of the four domains of professional responsibility for certified teachers as outlined by the Pennsylvania Dept. of Education: planning and preparation, classroom environment, instructional delivery, and professionalism. The awareness, modeling, and incorporation of these components are paramount to the academic integrity of this course. The application of these domains in our course will positively impact student growth and prepare future teachers for success in the classroom, school, district, and state in which they teach.

Violations of academic integrity are considered to be acts of academic dishonesty and include (but are not limited to) cheating, plagiarizing, fabrication, denying others access to information or material, and facilitating academic dishonesty, and are subject to disciplinary action. University policy on Academic Integrity may be found in the UArts catalog. If students are not clear about what constitutes plagiarism, please review A Guide to Research and Documentation; available on the University Libraries website.

Notice of Nondiscrimination

The University expressly prohibits any form of discrimination and harassment on the basis of race, color, national origin, religion, sex, gender, sexual orientation, gender identity, age, mental or physical disability, veteran status, or any other protected classification in accordance with Federal, state, and local non-discrimination and equal opportunity laws. If you have encountered any such form of harassment or discrimination, we encourage you to report this to the Title IX Coordinator and Diversity Administrator, Lexi Morrison, at lmorrison@uarts.edu.

Sexual violence, sexual harassment, intimate partner/dating violence, and other forms of sexual misconduct are considered forms of sex-based discrimination and are prohibited by University policy and by law. We encourage students to report any incidents of sexual misconduct by contacting the Title IX Coordinator at titleix@uarts.edu. For more information about options and resources available to those who may have been impacted by sexual misconduct, please visit www.uarts.edu/titleix.

Office of Educational Accessibility

UArts values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in all learning experiences. If you have or think you may have a learning difference or disability – including a mental health, medical, or physical impairment – that would impact your educational experience in this class, please contact the Office of Educational Accessibility (OEA) at 215-717- 6616 or access@uarts.edu to register for appropriate accommodations. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from OEA.