

## 2020 Collegiate Advocacy Summit Notes

### Conference Theme/Message

“I invite you to reimagine NAFME. All of us are NAFME. I am NAFME. You are NAFME. We are NAFME. I urge you to lead with your hearts rather than just your heads.” - Mackie Spradley

“Who are we? One of the most powerful voices in music education.” - Mackie Spradley

#iyouwearenafme

### Day One

Plenary/General Session: Christopher Woodside (NAfME Interim Executive Director), Kathleen Sanz (NAfME Immediate Past President), and Mackie Spradley (NAfME President)

- “Music teachers hate being apart, but are finding ways to come together.” - Christopher Woodside
- “NAfME is here for you personally and professionally.” - Christopher Woodside
- “If we desire to see something different, we have to inspire the difference we want to see.” - Mackie Spradley
- “There is power in what we can do, but we don’t know how powerful we are. We have untapped potential.” - Mackie Spradley
- “We are inclusive, transparent, open, honest, courageous, and inclusive.” - Mackie Spradley
- “We don’t tolerate difference; we are different and we love being different.” - Mackie Spradley
- “We can’t forsake our destiny because we’re worried about how the others will see us.” - Mackie Spradley

Session One: NAFME Overview with Denese Odegaard (NAfME Past President)

- Email: [denese@cableone.net](mailto:denese@cableone.net)
  - Denese Odegaard is willing to host sessions for chapters: NAFME Overview Session, Standards and Assessment Session, Job Interviewing Session
- NAFME has resources for handling COVID-19:
  - <https://nafme.org/covid-19-instrument-cleaning-guidelines/>
  - <https://nafme.org/covid-19/>
- NAFME Cook Ross Study on Diversity, Equity, and Inclusivity

- <https://nafme.org/dei-study-faq/>
- Qualities of a Leader:
  - Self Motivation - go above and beyond, volunteer, follow through
  - Accountability - hold yourself and others accountable, have strong values
  - Be Positive - focus and generate positivity, try new things, trust others
  - Have Passion - push forward, be excited about what you do
  - Build Relationships - be transparent, open, and honest
  - Be Flexible/Nimble - adapt and embrace change

Session Two: NAFME Collegiate Proven Practices (Prior to COVID-19) with JJ Norman

- Email: [jjn.mmea@gmail.com](mailto:jjn.mmea@gmail.com)
  - Visit this link to find the Proven Practices Handout:  
<https://www.nyssma.org/nafme-collegiate-nyssma/important-documents/>
- Be creative
  - Try not to recycle ideas... Come up with something new and exciting!
- Professional Learning Community:
  - <https://nafme.org/my-classroom/nafme-online-professional-learning-community/>
- Journals:
  - <https://nafme.org/nafme-research/music-educators-journal/>
  - <https://nafme.org/nafme-research/general-music-today/>
  - <https://nafme.org/nafme-research/journal-of-music-teacher-education/>
  - <https://nafme.org/nafme-research/journal-research-music-education/>
  - <https://nafme.org/nafme-research/update-applications-of-research-in-music-education/>
  - <https://nafme.org/my-classroom/teaching-music-magazine/>

Session Three: Leadership Development and Resume Building with Dr. Shelby Chipman, FMEA

- Email: [shelby.chipman@famu.edu](mailto:shelby.chipman@famu.edu)
- Attributes of an Effective Leader
  - Long Term Skills:
    - Advocacy
    - Unwavering Courage, Self-Confidence, Listens Well
    - Sets the Vision & Objectives
      - How can I set clear goals and objectives for my students?
    - Works with Administration & Other Stakeholders
      - How can I incorporate organizations and administration/stakeholders into the program?

- Plans & Schedules Yearly Activities
- Provides Structure for the Program (forms Committees)
  - Student Leadership
  - Student Committees
  - Boosters
  - Instrument, Equipment, & Uniforms
  - Requisitions

Daily Skills:

- Classroom Management
- Separate Yourselves from the Students
- Pedagogy of Instruments/Voices
- Build Relationships/Community Involvement
- Usage of Technology (Smart Music, Finale, etc.)
- Adapts Teaching Styles to All Learners
- Social Equity (Fairness)
- Work Through Adversity
- Reimagining
  - Think again, dream again, breathe again, innovate, reinterpret, create something new, expect, reset, begin a fresh start, form new concepts
- What They Did NOT Teach You in College
  - Most important person in school to connect with?
    - Guidance Counselor (schedules the students)
    - Custodian (manages the environment)
  - Difference between Math and Music Teachers
    - The results we get are directly affected by the work we put in
  - How do you get students to join your program?
    - Tell them you want them there
  - Establish relationship with feeder pattern schools
  - Make it FUN!
  - Be collegial with others on campus
  - Fundraising
    - You never know who you will be around, never shy away from asking
  - Health and Wellness
  - Make Good Decisions
    - Never be one on one with students; don't touch money, just review accounts; clean up your social media; interview preparation
- Resume 101
  - 5 P's of a Resume

- Painless - Easy to read, well organized; use bold to highlight important details, indent 2-3 levels only
- Perfect - Proofread for spelling and grammar, consistent with punctuation, no personal pronouns
- Page - One or two pages is best, .5"-1" margins
- Paper - Resume paper subtle color and pattern, do not fold if mailed
- Position - Specific to the position you are applying for, use keywords from the job description
- Resume Headlines
  - Heading
  - Objective
    - Your objective statement should be short and concise, 1-3 sentences.
  - Education
    - Include the name of your institution, years attended, graduation year, and major. List from past to present or vice versa.
  - Experience
    - Chronologically, most recent first within each category/heading. Use action words to describe your job.
  - Honors/Awards/Scholarships/Professional Organizations
    - List awards that make you stand out to the employer, make sure to use awards that are appropriate and professional (not social).
  - References
    - DO NOT PUT "References available upon request." List up to 3-4 qualified people, notify them that you included them.
- You are the Future of Music Education.
  - Listen to the Music
  - Stay up to date on music that your kids will be listening to, use the platforms they will be using, evolve as the music world evolves.

#### Session Four: Breakout Sessions for Peer Development

- Recruitment: Start a mentorship program
- Bridging the gap between our teacher selves and our social selves
- Contactless fundraising
- Connect to alumni, have a person in charge of alumni relations
- Teaching culture without appropriation
  - Include people of the culture you're teaching in your teaching
  - Teaching kids not just the music, teaching them the history and background

- String Orchestra Diversity Catalog:  
<https://docs.google.com/spreadsheets/d/11ipL757ido9csJXtbC48yoI-wNxpjrIUCdNOSrG5-vk/edit?usp=sharing>
- Institute for Composer Diversity - <https://www.composerdiversity.com/>

### Session Five: Varsity Performing Arts Panel

#### **Panelists:**

Ben Schroeder, Varsity Performing Arts Brand Manager

James Weaver, Director of Performing Arts and Sports for the NFHS

Jennifer Brooks, Director of Bands at David Douglas High School (OR)

- Student Safety
  - Marching band physical safety - more dangerous than HS football
  - Preventing student “burnout”
  - Overcoming stereotype of music teachers having poor track record of student safety/student abuse
    - Identify abuse and understand when it occurs with your colleagues
  - Finding safe ways to return from Covid
    - NFHS Covid Guidelines - <https://www.nfhs.org/media/3812337/2020-nfhs-guidance-for-returning-to-high-school-marching-band-activities.pdf>
    - Aerosol Study - <https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/>
    - NAFME Covid Guidance - <https://nafme.org/my-classroom/fall-2020-guidance-music-education-from-nfhs-nafme/>
  - Acceptable levels of risk and reward
    - Do what you need to do, but do not exceed an acceptable level of risk
- Adding value to your role as a music educator/in the performing arts
  - What makes your work meaningful?
  - What resources can your administration provide to you in your classroom?
  - Are we getting paid what we should be?
- What do you know that you wish you had been taught?
  - How drastic your schedule change is from college to teaching public school
  - You can’t force your groups to be “good,” you can only continue to put in the hard work to get there
- How do we incentivise participation?

- Are we working towards winning a trophy or getting educational value out of the activity?
- Rewarding successful technique and positive growth of skills rather than letting techniques get glossed over in lieu of production level
- No matter how much time you have to prepare, it's never enough time. Use it for long term growth and proper education
- Fighting burnout in yourself
  - Find a program that matches your values and teaching philosophy
  - Have a healthy relationship with your administration
  - Be consistent in how you treat your ensembles
- Addressing retention rates beyond high school (students continuing music even if they don't go into music)
  - Asking ourselves: Are we burning our students out?
  - Are we valuing music beyond the high school experience?
  - Are we giving students an education that reaches beyond high school?
  - Connecting with community groups
  - Finding new ways of assessment that translate beyond
  - Keeping the love of music in music
- Everyone belongs in music and the arts
  - United Sound - <http://www.unitedsound.org/>
- Working with your groups until we can perform together
  - Individual work
  - Performing "happy hours" - get together and perform parts for an hour collaboratively
  - Outdoors, 10 feet apart, performing together
- Preparing to be a cross-discipline teacher
  - People often get thrown into environments where they may have to teach multiple disciplines
  - Learn how to play these instruments yourself
  - Learn with your students
  - Apply your musical knowledges, even if you don't know much about that instrument
  - **Don't be afraid to not know**
    - Reach out to your colleagues for assistance
    - If you fake it, they will either know you are or they will learn bad technique