

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 Day One: 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@cablone.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
 - 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
- 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

Day Two

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

- Discussion on (Mackie Spradley) and performance of (Tom Amoriello, ukulele) The Star Spangled Banner
 - F. Scott Key, a slave owner, actively worked to attempt to send freed slaves away from America, “Land of the Free” did not include freed slaves. We must make sure it includes all of us today.
- Presentation from Mackie Spradley on Writing the Vision
 - Believe.
 - In order to buy into it, we have to believe in it. In order to move forward, we have to believe in it.
 - The talk and the walk must move together.
 - We have to be equipped, and we must properly equip ourselves in order to walk the walk.
 - Who are we?
 - A. Musicians who teach
 - Is first a musician, happens to be thrown into education
 - B. Teachers who specialize in music
 - An educator, education is the center of their life, their goal is to educate others in music
 - When we say we teach and we want to teach music, we cannot separate ourselves from the rest of what’s going on in education. If we tried to separate ourselves, we would only hurt our own cause.
 - Music education...
 - Public schools only?
 - What kind of music?
 - Is it a preference or a bias?
 - Feelings about different types of music, separating your feelings of preference towards music from the music you should be teaching.
 - I believe that...
 - Believe statements to help frame our thinking
 - What is the end goal? For what purpose?
 - Language
 - Are we comparing or are we claiming that one is standard?
 - Always people first!
 - People who are...

- Always keep the work people first in our language
- Generalizations and visualizations
 - Urban, suburban, rural
- Descriptions
 - Challenge, problem, issue, demographic shifts
- Deficits
 - Lack, need, experience, education
- Let's get to work! Unified action!

Day Three

NAfME National Rally for Music Education: Mackie Spradley, Christopher Woodside

“Music is a guaranteed right.” Chris Woodside

Presiding: Lynn Tuttle

- Arts Education Is Essential
 - Endorsed by 100+ Arts and Education organizations
 - Available as an advocacy resource for all music and arts educators
- Education Budgets: Ask Congress to help
 - <https://nafme.org/advocacy/grassroots-action-center/>
 - Get in touch with members of congress and help support funding for music in our schools!
- Homework Gap
 - Tell Congress to address the Homework Gap
 - Assisting students in poverty/rural and isolated communities who do not have access to technology which is asked of students more and more today.
 - Assure that all students can access learning and can access music
- NAfME Public Policy Staff
 - Lynn Tuttle, LynnT@NAfME.org
 - Matt Barusch, MattB@NAfME.org
 - Rob Edwards, RobE@NAfME.org
- Mindset - You are part of the solution that the school is addressing.
 - School administrators are looking for creative thinkers
 - Start with student-centered advocacy
 - Shift away from program-centered advocacy, point to what the students need and shape the arguments from there
 - Take our place at the table and fight for our students
- How to get to the table
 - Dig into NAfME’s resources
 - If committees are being formed in your school, ask how you can help
 - Unified music statement must hit the desk of every administrator
 - Instrument hygiene documents must be shared locally for students’ safety
- The Argument for Music Education, Nina Kraus
 - <https://www.nammfoundation.org/>
 - A lot of the true benefits of music education cannot be measured, but are unbelievably important

- You must step into the mess of school administration and find a way to deliver music education for your students that provides for their wellbeing.

Presiding: Denese Odegaard

- Social-Emotional Learning - Scott Edgar
 - <https://nafme.org/wp-content/files/2020/05/Music-and-SEL-Pamphlet.pdf>
 - All too often have we looked at music education as teacher to student, we must take a step back and ask what our students need from us
 - Ask our students to reflect, what they want out of their music education, what they need to engage in their music education
 - The “bar” no longer exists, we need to create a new standard of what a great music education looks like
- Online Instruction - John Mlynczak
 - What is Online Instruction?
 - Asynchronous learning
 - Focus on what will engage students in some form of music making
 - Create, respond, and connect
 - SEL and students with special needs
 - Engagement over assessment
 - Non-negotiables
 - Student safety/privacy
 - Equitable access to instruction
 - Consider
 - What tech students have at home
 - Student needs
 - Family situations
 - Opportunities
 - Watch and reflect on the amazing professional performances online now
 - Teach or National Music Standards
 - Allow students to be the teachers
 - Use the power of music to heal
 - Check with your Administration about which programs to use
- James Weaver, National Federation of State High School Association
 - <https://www.nfhs.org/nfhs-for-you/musicdirectors-adjudicators/>
 - Copyright
 - Work is being done with publishers to ensure copyright is not broken en masse
 - Instrument Disinfecting
 - Working with CDC to ensure guidance is properly equipped

- COVID-19 Aerosol Disbursement Study
 - Study fully funded and a lot of scientific muscle behind study to find out how the virus is spread in a performance environment
 - Results coming mid-late July
- Fall Guidance
 - <https://www.nfhs.org/articles/fall-2020-guidance-for-music-education/>
- Michael Stone, Council of Music Program Leaders
 - Planning for Fall...
 - Social and Emotional relationships first!
 - HOW may change; WHAT is the same
 - Protect PEOPLE first by cutting THINGS now
 - Plan budgets year-to-year for now
 - ADVOCACY will be necessary in protecting budgets
 - More competition for Education Dollars
 - SAVE now to protect the future!
 - We must teach HOPE to all; we can DO THIS!
- SEL and Advocacy - Bob Morrison
 - <https://selarts.org/>
 - Tools for how to embed SEL practices into your teaching
 - Brochures on Social-Emotional Learning for community outreach
 - Not turning educators into social workers, but learning how to use the social and emotional elements of our educational practices
 - Do this now
 - Meet with your Administration NOW
 - Volunteer to be on Any Reentry Committee
 - Review your Teaching Environment
 - Network with your Peers/Facebook Groups
 - Arm yourself with information
 - Use the NAFME/State Recommendations
 - Learn about, use, and embed social emotional learning
 - Make a plan - bring SOLUTIONS
 - Organize to build community of support
 - Engage student voice
- Scott Sheehan, NAFME President-Elect
 - Be student-centered
 - Consider social-emotional learning
 - Be equipped in our classrooms to create an environment that moves from trauma to learning properly
 - Grassroots Advocacy - Getting the job done at home!

- **The biggest resource we have is each other.**
- Find out how we can help those around us who are in need
- “A rising tide lifts all boats.”
- Anne Fennell, California NAFME President-Elect
 - All voices, all people, all music.
 - The changing times we are in, while unprecedented, have helped us evolve in a way never before seen
 - We must take a look at the implications of George Floyd’s murder and all fallout
 - Ask yourself, do I represent all voices, all people, and all music in my educational practices?
 - The voices of students that have not yet been heard or seen is a priority, telling their stories and listening to their once silenced voices.
 - Every human is genetically predisposed to create art and music, not just a select group.
 - “All that we do now must be done in a sacred manner and in celebration. For we are the ones we have been waiting for.” Morgan Wheatley
 - Call to Action - To speak, act, and model that music education is for all.
- Mackie Spradley, NAFME President
 - We want every student to be included.
 - We come together collaboratively to ensure we can put as many tools in front of a teacher as possible so they can be as inspired as possible.
 - The people at the closest place to make a difference will be parents, program leaders, and teachers.
 - You must know how the chess pieces are set on the chess board in your own district.