

VanderCook College of Music

Best Practices from the Podium

Blended Course timeline: August 12-15, 2021 in residence at Birch Creek Music Performance Center in Egg Harbor, Wisconsin. Online component is from August 16-20.

Prerequisite(s) Undergraduate Degree in Music Education or equivalent.

Welcome to “Best Practices from the Podium”. My name is Chip Staley and I am looking forward to working with you during the Adult Band Camp session at Birch Creek and during an online follow-up immediately following the camp. As a performing member of the Adult Band, you will be in a unique position to observe veteran teachers Jim Stombres, Steve Sveum and me bring our many years of experience and obvious passion to the podium to make the band the best it can be in very short order. Our discussions will be more practical than philosophical. “What works and what doesn’t work?” will be the guiding question of the weekend.

My email address is cstaley@vandercook.edu. You can also message me on Facebook.

“You are what you repeatedly do. Excellence, then, is not an act, but a habit.” - Aristotle

Course Goals

This course will address the following critical topics as experienced in the Adult Band:

- 1. Literature Selection**
- 2. Rehearsal Pacing**
- 3. Setting Appropriate Goals**
- 4. Scaffolding Instruction**

- 5. Motivating Musicians**
- 6. Critical Feedback**
- 7. Relationships and Rapport**
- 8. Building Confidence**
- 9. Teaching Musicianship**
- 10. Differentiating instruction by establishing nurturing relationships between musicians with different skill sets.**

In residence requirements.

- 1. Participate fully in all scheduled activities for the Adult Concert Band.**
- 2. At the end of each day, meet with instructor to discuss the critical topics related to the day's rehearsals.**

On Line Requirement

A final project will be a reflection paper reflecting on three of the critical topics, providing specific anecdotal evidence from the Adult Band Camp experience. The student will select any three of the 10 critical topics addressed during the ABC session.

Teaching Methods:

I will challenge my students to think deeply about the critical topics. My students will be able to recognize methods and procedures that help facilitate learning in a performing ensemble. My students will be able to articulate the difference between best practice and common practice.

Course Component Specifics

The course is laid out so that students will have an opportunity to discuss rehearsal practices immediately after rehearsal segments.

There will be an opportunity for each student to examine teaching methods and their efficacy.

Best of all, after the experience, students will have two weeks to reflect upon the critical topics in writing. This will make what they have learned more permanent enabling them to apply the methods they have learned to improve their own teaching.

Attendance and Make-Up Work

Attendance at the Adult Band Camp is required. All work will be completed by August 31. Students may ask for an extension for the on-line component.

Course Requirements and Grading

- **The course will require students to participate in all activities as a musician in the Adult Band.**
- **Everyone in this class is expected to be actively engaged in detailed conversations about the impact of instruction on the performance of the Adult Band. This means that students will be collecting anecdotes and articulating them with great attention to detail.**
- **I always expect my students to receive grades that reflect quality work. Most of my students earn “A” letter grades and that is my expectation.**
- **How to Reach Me**
Please send me an email at cstaley@vandercook.edu or message me on Facebook if you have questions.

Required text

This is a very practical course, so an optional component of this class is to read one of the following practical books in preparation for this experience:

Shelley Jagow’s book *Developing the Complete Band Program*

https://www.amazon.com/Teaching-Instrumental-Music-Developing-Complete/dp/1574630814/ref=sr_1_1?s=books&ie=UTF8&qid=1507305353&sr=1-1&keywords=shelley+jagow

Gary Stith's Book The Conductor's Companion

https://www.amazon.com/Conductors-Companion-Rehearsal-Techniques-Imaginative/dp/1574632078/ref=sr_1_1?s=books&ie=UTF8&qid=1507305531&sr=1-1&keywords=gary+stith

John Williamson's book Rehearsing the Band

<https://www.amazon.com/Rehearsing-Band-John-Williamson/dp/1574630938>

Illinois State Board of Education (ISBE) Standards Addressed

MUSIC

- Standard 2: The competent music teacher understands the processes and is able to apply the knowledge and skills necessary to create and perform music –
- Standard 3: The competent music teacher understands and analyzes the role of music within a variety of cultures and historical periods and its impact on society –
- Standard 4: The competent music teacher is able to relate various types of music knowledge and skills within and across the arts –
- Standard 5: The competent music teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of music, including issues of diversity, gender equity, and the needs of gifted students –

PROFESSIONAL TEACHING STANDARDS

- Standard 2: Content Area and Pedagogical Knowledge The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.
- Standard 3: Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.
- Standard 4: Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.
- Standard 5: Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.
- Standard 6: Reading, Writing, and Oral Communication The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes

and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

- Standard 7: Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.
- Standard 8: Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.
- Standard 9: Professionalism, Leadership, and Advocacy The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

VanderCook Candidate Outcomes Addressed

*The outcomes that the College strives to develop in its teacher candidates were derived from the institution's **Conceptual Framework** and are expressed in its core dispositions. This course addresses the following Candidate Outcomes:*

- Academic ability and diligence leading to a lifetime of learning –
- Skill in the process of teaching -
- Self-discipline and persistence –
- Interpersonal and intrapersonal skills –
- Good citizenship and personal integrity –
- Professionalism in action word, and appearance – (Please indicate the outcomes and indicators that apply to your course.)

Academic Honesty

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

- *Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.*
- *Communicating or receiving answers or information to/from another in a testing situation.*
- *Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.*
- *Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.*
- *Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.*
- *Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.*

Plagiarism

Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

Disability Statement

If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.