

2011 NETMCDO Session Report

Contained in this document:

1. Correlating Learning Outcomes with Assessment Assignments
2. What effective approach/tools have you used that actually helped graduating students secure a desired job/opportunity?
3. How to Teach Advocacy
4. Designing and Evaluating End-of-Program Assessment Tools
5. When/How do you give students a chance to reflect and tell you what they think of what they learned?
6. Unpacking Personal Development
7. Developing Projects in Small Schools
8. Alumni Tracking, success and engagement
9. Strategic Programming
10. Getting students talking to alumni

These sessions were created using the Open Space Technology. Each report in this document gives the following information about a session convened at our 2011 conference:

- Name of Session
- Session Convener
- Participants
- Discussion & Recommendations Outline

2011 NETMCDO Session Report

Name of Session: Correlating Learning Outcomes with Assessment Assignments

Convener: Marian Liebowitz

Participants: Phyllis Naffziger, Thresa Swadley, Kathy Liperote

Discussion & Recommendations outline:

Students Will Be Able To: SWBAT
(goal or outcome)

Assignment:
(means to the outcome)

Marketing

Have a Web presence
Advertise & network though social media

Prepare a bio, resume, presskit

Mailing lists

Written assignments:
write bio, resume, presskit,
Press release
create mailing list

Time Management

Manage their time
Track their time

using blackboard to assess
timeline of assignments
Journaling technique
Weekly calendar

Network

Expand their network

Connect with those in the field
Who're doing what you want to do

create a mailing list
Create a list of 10 new contacts
5 page paper: mentor assignment
how did they get what they got?

Communication: writing skills

Press release
Cover letter
5-page paper
course topics
program notes
3 page article

Communication: Oral Skills

Classroom-oral reports
(needs rubric)
book a concert
elevator speech (timed)
verbal program notes
mock radio interview

Collaborative Work

team project with teacher &
self-assessment

Service & Citizenship

Service portfolio

Fundraising & Development

Access grant sources
(produce list)

International Experience

Write proposal /application
for international experience

Research Skills & Personal Growth

Determine summer festivals appropriate to goals
Determine appropriate graduate programs
Determine appropriate competitions

MBTI assessment
5 page paper on goals &
how to achieve them

2011 NETMCDO Session Report

Name of Session: What effective approach/tools have you used that actually helped graduating students secure a desired job/opportunity?

Convener: Sung-Ah Han

Participants: Rosanne Sonatore, Jan Bottomer, Ar Adler, Rachel Messler, Ashley Starkins, Mary Loiselle, Philip Baltman

Discussion & Recommendations outline:

Effective applications: customized cover letter, resume, press kit (how you did it exactly)

Network: phone call first, interesting package, follow up.

Use LinkedIn to help students make introductions—just inform the process (teaching positions)

Attend performances, socializing, getting to know people and knowing what they do

Elevator speech:	documents & importance of customizing
Audio: customized	materials
Specific	Audio content and length, making contract

Preparation for actual meeting

Drama: stage presence

Mock interview: reflection after interview

Watch performances to learn about presentation

Ask questions: two-way street

Tracking students: who got jobs

Survey: New School who got jobs

Survey Monkey

2011 NETMCDO Session Report

Name of Session: How to Teach Advocacy

Convener: Kim Foster Wallace

Participants: Kim Foster Wallace

Discussion & Recommendations outline:

Advocacy begins with awareness of community needs.

What kinds of structures are possible

Internships classes build awareness with the students

Creating networks that create projects

Building workshops for students

Forum for current Artistic events

* Advocacy as yourself: Advocate for self

* Advocacy for your community.

Advocacy should be part of the culture of the school

Advocacy is accomplished by being in a group.

Different for all people.

Creating alliances between organizations

Need to have awareness to have advocacy.

How to convince people that what we do as artists matters.

Articulate the passion of art to members of the community.

“Great Art Makes a Great nation.”

Model of investment as in theater: translate to music?

Support a broad range of investments of expression (variety of expression)

2011 NETMCDO Session Report

Name of Session: Designing and Evaluating End-of-Program Assessment Tools

Convener: Felicia Miyakawa

Participants: Dina Evans, Ruth Morrow, Ellen Schantz, Phyllis Naffziger, Kathy Liperote

Discussion & Recommendations outline:

Our discussion revolved around a particular tension: the necessity of assessing our students at the end of degree programs to determine what Students have learned, vs. the on-going battle of assessing how our programs are doing in order to translate our successes to upper admin as we continue to compete for shrinking \$.

One of our critical tasks: importance of educating our faculty about the importance of assessment. They have to buy in to the process.

Also, our discussion spilled over into how to assess alumni success.

2011 NETMCDO Session Report

Name of Session: When/How do you give students a chance to reflect and tell you what they think of what they learned?

Convener: Linda Holzer

Participant: Angela Beeching

Discussion & Recommendations outline:

Tools:

- Student semester course evals, including free response questions
- Portfolios, including a journal entry with carefully worded prompts.
- Put the student in the role of scientist or researcher about their own learning
- Course management software, e.g. Blackboard, the Discussion tool, journal entries periodically (start of semester, midway through, end of semester), threaded group discussion, or blog tool

Other examples:

Learning contract is used at Birmingham Conservatoire (Chris Marshall, NETMCDO member). Advisors and staff play a role. Student success initiative. Start with student aspirations at the beginning of the program (what do they want out of the degree, what do they see as their strengths and area for growth?) and then check in with staff and advisers throughout the program to see how students are doing, and if something needs to be revised, or needs more attention.

Reflective writing about performances. Studio class. Use of course management software for private back and forth w/ instructor via journal entries.

Sophomore benchmark exam. Freshman first yr experience course.

Thinking about Thinking.

Journal prompt (for pedagogy classes: students writing about their teaching experiences).

Explain to student teachers, "I'm especially interested in "ah-ha" moments. What have you discovered about your blind spots. What surprised you? What challenged you? How do you think you came across to your piano student? Did you get them to laugh during a lesson?"

Let the students come up with questions. What's the rubric for determining whether the lesson was a success?

Lyle Davidson (theory teacher at NEC) starts every class with several minutes of silent meditation. He also has students pair with study partners (so that students find others whose strengths shore up their own). Uses lots of student reflection writing at the start of

the semester, to get students to tell him what they're worried about, what they think they may need help with.

Set a tone of collaboration and cooperation at the start of any class: "How will we know that the class has been a success?"

Reflection is where the education happens. So don't wait until the end of the semester for reflection.

What are you asking the student to explore?

What's the curiosity factor?

What is the part of this that is most difficult for you?

How many different ways have you tried practicing this?

Ask them to take on the role of scientist or researcher in their own learning process.

2011 NETMCDO Session Report

Name of Session: Unpacking Personal Development

Convener: Dan Swenson

Participants: Casey Moliono Dunn, Rachel Messler, Nicole Sorge, Kim Foster Wallace, Jennifer Rupert, Craig Sabbatino, Mary Loiselle, Ellen Schantz, Astrid Baumgardner, Patrece Robinson, Stephen Robinson, Justin Kolb

Discussion & Recommendations outline:

Goal setting:

- Ask the question, “How do you know when you’ve obtained your goals?”
- Authentic goal setting through identifying values, interests, etc.
- Discussion of strengths: identifying and developing one’s strengths
- Know your passions through self-exploration
- Once you have identified goals, strengths, passions, you want students to create SMART goals:

S specific

M measureable

A achievable

R realistic

T timely

- Have students create action plans to obtain their goals
- Encourage students to go out and talk to people in their field who are doing what they want to be doing.
- Concept of “composing your life” How do I get I want to be?
- It’s all about relationships (networking)
- How do you assess personal development?
- “Appreciative Inquiry”
- Offer services to faculty: offer workshops as professional development to educate them on the importance of personal development

2011 NETMCDO Session Report

Name of Session: Developing Projects in Small Schools

Convener: Ruth Morrow

Participants: Kimm Julian, Ar Adler

Discussion & Recommendations outline:

10-14 wks @ 10 hours per week assist local symphony as Music Industry scholarship
Granted as scholarship: applicants provided portfolio and had interview; final decision by symphony

Music Education students need many of the same skills as Music Industry students
Publicity: 4th graders write and perform opera based on last Nobel Prize winner with help from 4 music education students; 2 week project

start from student skills – what do students need to know & when do they need it

Student/students create show for public schools
Understand the level of student for whom they are performing: primary (various levels), jr. high and high
Student-driven
Round-table discussions after performances

Feedback from audiences in many ways: create win-win in both directions

Tour with partial performances and time used to chat with audiences

Take classical piece and create popular

Find safe® venues for student performances (less judgmental)
Libraries, retirement communities, churches, malls

Understand the national and state arts standards
Craft presentation which address one + standards
Objectives of presentation: what can students bring to each/an objective
Students pitch to schools/ISDs
Develop components
Corporate lunch concerts

2011 NETMCDO Session Report

Name of Session: Alumni Tracking, success and engagement

Convener: Jef Nytch & Ed Klorman

Participants: Erik Privert, Julia Woodard, John B., Bonnie Slobodien, Courtney Blackwell, Nan Childress, Rosanne Sonatore, Rob Krueger, Dina Evans, Howard Felton, Felicia Miyakwaw, Phyllis Naffziger, David Gilson

Discussion & Recommendations outline:

Does “:What they’ve learned” = “What they’ve done”?

What definition do we use for “success”?

- How do we validate the “non-music” success story?
- Definitions of success vary—and can change
- “Success” may not mean “happiness”
- Have students turn in their goals as freshman and again as seniors: helps them think about where they’re going

Raw data may not be the best illustrator; anecdotes are better, but how do we get alumni to give anecdotes?

Maintaining a sense of community is important: not just asking for \$

How best to do this?

Alumni LinkedIn group

Other social media

School needs to invest in a good database that is up to date (Harris Direct)

Give alumni the opportunity to access information; post successes publicly: i.e. structure it so it can be a vehicle for their self-promotion.

Music students are more identified with their studio, conductors, advisors. Etc. than they are with their class year.

What services can we offer alumni who haven’t yet “made it”? Both in the traditional sense and other career paths

Bring in alumni as guests: “Life after school” event featuring alumns.

Graduates need to know who to contact if they have news, etc. But also, we need to offer something to them:

1. Services
2. Celebrate success

“Bridge” program; experiential opportunities for recent grads to enter the professional life.
Perhaps a “launch” grant for graduating student projects?

Establish an online alumni center that every graduating student signs up for.

2011 NETMCDO Session Report

Name of Session: Strategic Programming

Convener: Justin Kolb

Participants: Astrid Baumgardner, Angela Beeching, Erik Privert, Stephen Robinson, Patrece Robinson, Joe Mount, Mary Loiselle, David Gilson, Courtney Blackwell

Discussion & Recommendations outline:

Don't decide one way – let time decide—what one loves balanced with what should one play

What should I play?

What do I want to play?

Allow time for growth into this

How do we advise students to put together programs?

Approach to Programming

Suggest students talk to Presenters

Think about your audience

Presenting Music

Answering these questions will help formulate programs:

Who am I?

What do I have to say?

What makes you unique?

Focus on Engagement and verbal communication about program.

Provide Venue

How to develop your audience: who are you trying to reach?

Experiential Learning

Goals of Programmes:

How to develop yourself

How to market yourself

How to sell tickets

How to develop audience

Perform music that lives in undeserved obscurity

This requires substantial amounts of time researching:

Unique programming is the Gold one mines as a result!

2011 NETMCDO Session Report

Name of Session: Getting students talking to alumni

Convener: Howard Felton

Participants: Craig Sabbatino, Kim Julian, Nicole Wolfrath, Ed Klorman, Thresa Swadley, Jan Bottomer, Sarah Bellott, Jennifer Rupert, Jeffrey Nytch , Julie, Robert Kluger

Discussion & Recommendations outline:

Offer Group “walk-ins” for alumni and students, Inter-departmental, Wednesdays: 2-6pm timings seem to work best for some.

In events, focus on a specific topic: general discussions will follow naturally

Students trust opinions of alumni more quickly than those of (non professorial) staff.

Make it a goal for a student to meet certain influential people over the year

Have an assignment to conduct interview with someone 10 years out of school

Phone interview as an assignment: present findings with an aural report
Conservatoire is like a fake environment whereas the music world is an ecosystem.

Write up non-obvious stories of alumni, don't concentrate on the stars. This can engender loyalty.

To get the most out of an event, document the alumni stories before and after.

Record talks for podcasts!

Mentor programme linking alumni with students

Alumni will do it often for a sense of altruism.

Steer away from the word success.

Alumni will want to network themselves

Legitimacy often comes from faculty saying “this is important”

Alumni lunches with students: Low profile events can often tease out alumni trust.
Ask a couple of questions first or plant a few questions to get a reserved crowd going.

Advertise your event through facebook ads: pay per click,

Have events designed with student input, not just alumni panel:

Students should learn that they don't have to have an immediate or prior connection in order to network.