NAfME Summer Professional Development Opportunities

NAfME is pleased to provide members with a summer professional development package of eleven webinar recordings that you can watch on your own schedule and earn contact hours. These programs are available for current members of NAfME only as a package through the NAfME Learning Center, requiring only one registration for access to all the recordings.

[Click here to register](members only). You will be asked to sign into your NAfME account and will be taken to a check-out screen. Confirm your free “purchase,” and you will receive a confirmation email that will contain a link to access the courses. Please [bookmark this URL](members only) or save the email for future reference and access to the courses.

**Alexander Technique for the Music Classroom**
Presenter: Angelica Dunsavage

**Composing with the End in Mind: Encouraging Intentional Composition with Playable Videogame Soundtracks**
Presenter: David Casali

**Cultivating Creativity: Composing in the Orchestra Classroom**
Presenter: Katie O’Hara LaBrie

**Effective Scaffolding Strategies and Techniques**
Presenter: Naomi Fernandez

**Empowering Our Students to Discover Their Authentic Voice: Using Evidence-Based Voice Pedagogy to Streamline Choral Rehearsals**
Presenters: Brittney Redler and Joshua Glasner

**Five Ways to Simplify Lesson Planning for Elementary Teachers**
Presenter: Jessica Peresta

**How Does Flow Look in Music Learning?**
Presenter: Jenny Jieun Park

**Know Thyself: How Philosophy Shapes Your Teaching**
Presenter: Jody Blake

**A Place for Everyone: Embracing Learner Variability in Choir**
Presenter: Kate Evans

**Taking the Stage by Storm: Starting a Middle School Musical Theater Program from Scratch**
Presenter: Lara Wolford

**Transforming General Music: Ideas to Incorporate Student Voice, Choice, and Identity**
Presenter: Allyson Rottman

Learn more about each program and presenter below. To access many more recordings, register for the [NAfME Academy](members only).

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Alexander Technique for the Music Classroom  
Presenter: Angelica Dunsavage  
As teachers and students navigate the transition from virtual to in-person music-making, increased screen time and physical environment have taken a toll. This session applies the concepts of Alexander Technique and body mapping to a group environment, with a guided practice teachers can adapt to ensemble or general music classrooms of all levels. Alexander Technique is known in the vocal world for its improvement of tone production. However, AT practices have traditionally been difficult to apply in a group setting without a certified instructor. Attendees will learn how to address and release physical tension and how body awareness can increase student focus and productivity, assist with social/emotional learning, and alleviate physical manifestations of burnout. In this session, attendees will learn practical tips they can use to protect themselves and their students for a lifetime of healthy musicianship.

Angelica Dunsavage [she/they] serves as Assistant Professor of Music and Director of Choral Activities at Tennessee State University, where she conducts the TSU University Choir and the Meistersingers and teaches courses in conducting and music education. She received her DMA in choral conducting and music education from the University of Arizona, her MM in choral conducting from Bowling Green State University, and her BS in Music Education from Indiana University of Pennsylvania. Angelica serves as Chief Editor of Publications for the National Collegiate Choral Organization and has previously served as editor for state and regional journals. She has presented posters and interest sessions for NCCO, ACDA, NAfME and College Music Society conferences.

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Composing with the End in Mind: Encouraging Intentional Composition with Playable Videogame Soundtracks  
Presenter: David Casali  
Looking to find ways to make composition more relevant to your students? Learn how your students can create their own soundtracks and program them directly into a variety of videogames on the coding platform Scratch. Students will choose a video game that interests them, consider what mood the game is trying to convey, and brainstorm which specific musical elements could be used in their soundtracks to convey this to the player. This project will get your students thinking and creating in new ways, and the best part is that students can easily share their game with their friends and family. This session will also discuss how technology can provide other creative prompts for student composition and the unique benefits of composing with a goal in mind. No coding experience is required, the project can be implemented for free, and it works with a wide variety of digital audio workstations/composition software. This project is scalable for almost any age level, it is limited only by the creativity of one's students! Simple how-to guides will be provided to ensure you can implement this in your classroom.

David Casali has a bachelor’s degree in double bass performance from the University of Massachusetts in Amherst and a master’s degree in double
bass performance from Indiana University. He is currently a music education PhD student at UMass Amherst, the head of early childhood music at the Community Music School of Springfield, and a preschool music teacher in the Springfield Public Schools. He wrote the Pre-K and Grade 1 music curricula for the Springfield Public Schools, helped the Massachusetts Department of Elementary and Secondary Education roll out their new arts standards, and helped infuse coding into the elementary school curriculum in a project between Computer Science for All and the Springfield Public Schools. He also regularly performs on the double bass as a substitute with the Springfield Symphony Orchestra. This program is based on a session David presented at the 2022 NAfME National Conference titled “Music Technology as Effective Pedagogy.”

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Cultivating Creativity: Composing in the Orchestra Classroom
Presenter: Katie O’Hara LaBrie
Creativity is an essential standard in music education but can sometimes seem daunting in the context of all we do and teach. In this session you will learn to cultivate creativity in your students through various composition exercises that you can easily incorporate into what you already do as a music educator. We will explore how to use composition to teach music literacy, develop the ear, learn musical concepts, improvisation, and more. You will leave with a variety of resources and activities that work for beginning through advanced orchestras.

Katie O’Hara LaBrie is a composer, conductor, clinician, and cellist from Northern Virginia. The new Orchestra Editor for Randall Standridge Music Publications, she spent the first 15 years of her career teaching orchestra in Fairfax County, Virginia. She holds a Bachelor of Music in music education from St. Olaf College and a Master of Music in instrumental conducting from George Mason University. Katie’s compositions for string orchestra and concert band have received many accolades including frequent selection as J.W. Pepper Editor’s Choice, as well as performances at the Midwest Band and Orchestra Directors Clinic and American String Teachers Association Conference. In 2022, she was honored as one of Yamaha’s “40 Under 40,” for her action, courage, creativity, and commitment to growth in the music education field. She is the founding conductor of the Fairfax Chamber Players and co-creator of “the Big IDEA” practice method. Learn more at www.katieoharalabrie.com.

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Effective Scaffolding Strategies and Techniques
Presenter: Naomi Fernandez
Help your students climb to the top of their musical potential one scaffolded step at a time! In this session we define scaffolding, demonstrate why it is necessary and beneficial for all students and explore several scaffolding strategies. Participants will apply what they have learned in small break out groups as they collaboratively scaffold a given concept.

Naomi Fernandez is a passionate music educator involved in the profession since 2002. After receiving her bachelor’s degree in K-12 music education from Union College in Lincoln,
Nebraska, she went on to obtain her Master of Music Education through Boston University. She has taught K-12 general music in public and private schools in Oregon, Nebraska, California, and New York, including leading a wide range of ensembles such as concert band, hand bells, concert choir, show choir, steel drums, and group piano lessons. In 2018 Naomi began her employment with Education through Music as an Instructional Supervisor. In July of 2022, she became the program’s associate director of curriculum and professional development.

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Empowering Our Students to Discover their Authentic Voice: Using Evidence-Based Voice Pedagogy to Streamline Choral Rehearsals

Presenters: Brittney Redler and Joshua Glasner

We have so little time to work with our singers individually, yet often we are the only voice professional with whom our young singers get to work. So, how can we optimize our instruction while still helping students to learn music in time for concerts/auditions, gain fluency in a variety of musical styles/genres, and ensure that they keep their voice healthy and functional?

In this webinar, participants will (1) learn a framework using singing-voice science to effectively reach tonal goals for choruses in varying musical styles (Perform); (2) analyze how to use intentional rehearsal language to access multiple pathways toward tonal outcomes (Connect); and (3) create a list of exercises and pedagogical pathways to explore with their singers as a way to organize and systemize their vocal instruction in the coming year (Respond). Our overarching goal is to help you use evidence-based voice pedagogy (Ragan, et al. 2018, 2021, 2022) to open new doors and to help you empower your singers to make music in a variety of styles (Arneson, 2014; Verdolini-Abbott, 2000, 2004).

Brittney Redler has taught music to kindergarteners through graduate students. She holds a Ph.D. from New York University in Vocal Performance, focusing on vocal pedagogy, teaching efficacy, and voice science. She earned an MM from NYU in vocal performance, a BM from Ithaca College in music education and vocal performance and completed the Summer Vocology Institute at the National Center for Voice and Speech. She currently teaches middle school chorus in Connecticut. Learn more at https://www.brittneyredler.com/

Baritone Joshua Glasner, M.M., Ph.D., is Assistant Professor of Speech-Language Pathology at Delaware Valley University. He has served on faculty at New York University, Clarke University, Coastal Carolina University, and the University of Delaware; on the summer faculty at Westminster Choir College’s Summer Voice Pedagogy Workshop; and as guest faculty at the New England Conservatory. His multidisciplinary research involves broad-ranging topics including historical voice pedagogy and teaching efficacy. Joshua’s scholarly work has been presented at various national and international conferences and has been published in peer-reviewed journals. Learn more at http://joshuaglasner.com.

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Five Ways to Simplify Lesson Planning for Elementary Music Teachers
Presenter: Jessica Peresta

Lesson planning week in and week out can be overwhelming. There are so many resources to pull from, songs and activities you could use to teach toward the concepts, and many ways to differentiate your lessons. It's a lot of work and can take tons of time. Jessica will show you ways to simplify the lesson planning process. Topics include:

- How to focus on the teaching concepts
- Thinking about the resources you'll use
- Organizing your plans and resources
- Knowing how to structure your class periods
- Staying flexible in your planning

In her first teaching position in the middle of the school year at a low-income elementary school in Tulsa, Oklahoma, Jessica Peresta was asked to restart a music program that had been non-existent for seven years. During her second year of teaching, she won the Teacher of the Year and Teacher of Today awards. Over the next several years, Jessica created her own curriculum map and developed lesson plans that met her students where they were at. Now, Jessica is the founder and CEO of The Domestic Musician, LLC, and is the K-4 music teacher at Pathways Virtual Academy. A podcast host, book author, and professional development coordinator, Jessica is passionate about curriculum design, mentoring and coaching music educators, and providing ongoing professional development around the world. She holds a Bachelor of Music Education from Oral Roberts University and a Master of Educational Technology from the University of Arkansas.

How Does Flow Look in Music Learning?
Presenter: Jenny Jieun Park

What is Flow? What is the relationship between Flow and Music Learning? How does Flow look in Music Learning? This webinar seeks to provide a valuable tool to understand and identify flow moments in music teaching and learning. This webinar provides an overview of what Flow state is and presents valuable tools for identifying and sustaining Flow in music learning and music-making. If you would like to learn more ways to help your students feel engaged and motivated in finding their inner musical creativity and fulfillment, this webinar will present valuable resources for teachers to utilize their practice in the field.

Jenny Jieun Park is an educator, researcher, as well as an active pianist. She is passionate about working with students, communities, artists, and audiences, continuing to study meaningful pedagogical philosophies and effective teaching and learning frameworks. Flow, creativity, and temporality in music education are her particular scholarly interests. She is currently serving as the director of the Academy of Music at Dutchess Community College.
Know Thyself: How Philosophy Shapes Your Teaching  
Presenter: Jody N. Blake  
As a music educator, your philosophy shapes everything you do in the classroom. We all have a philosophy whether we know it or not. This webinar gives a brief overview of common music education philosophies and discusses techniques of creating your own. Participants are encouraged to actively consider creating their own philosophy and deeply think about how it impacts their teaching.

Jody N. Blake serves as Coordinator of Music Education at The University of Tennessee in Martin, where he teaches courses in music education, methods, and music theory, and supervises student teachers. He has more than 11 years of church music experience, working with choirs and music ensembles of all age levels. He earned his Doctor of Philosophy and Educational Specialist (Ed.S.) in music education with a vocal concentration from Auburn University in Alabama. He also holds a Master of Music in music education from Anderson University (South Carolina), Bachelor of Science in music (emphasis in voice) from Blue Mountain College, and Associate of Arts in music education from Northeast Mississippi Community College. Jody has six years of public and private school teaching experience in Mississippi, where his choirs consistently received high ratings in performance and sight-singing. His professional experience also includes teaching community college choir, applied voice, music appreciation, and music theory in Texas.

A Place for Everyone: Embracing Learner Variability in Choir  
Presenter: Kate Evans  
Our choirs are composed of students with a wide range of abilities, learning preferences, and interests. Now more than ever, teachers must find creative ways to connect with students and engage them in learning. Universal Design for Learning provides a framework for creating flexible approaches that increase access and learning for ALL students, including students with disabilities, English Language Learners, and students who are motivated to learn in different ways. This interactive session will explore classroom-tested UDL-inspired strategies to increase student engagement through visual, auditory, kinesthetic, and tactile activities that can be used in choral classrooms and with ensembles at all age and ability levels. Attendees will explore classroom-tested teaching strategies and resources to engage all learners in warm-ups, music literacy and creativity activities, and rehearsals through active participation in a variety of singing and movement activities. Using the research-based Universal Design for Learning Framework, teachers will leave with a toolbox to proactively examine their classroom practices through a lens of learner variability and to create an inclusive choral atmosphere.

Kate Evans (she/her), Associate Professor of Music Education at Towson University in Maryland, is a specialist in choral and general music education. She earned a Ph.D. in music education at the University of Miami, and a Master of Music in music education and choral conducting and Bachelor of Music Education degree from Central Michigan University. Before moving to higher education, she taught K-12 choir and general music in Michigan. As an active educator,
clinician, conductor, and researcher, Kate regularly presents at conferences and teacher in-services internationally and across the United States.

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Taking the Stage by Storm: Starting a Middle School Musical Theater Program from Scratch
Presenter: Lara Wolford
Do you want to start a middle school musical theatre program but are not sure where to begin? The whole thing can seem daunting, but never fear! In this session, we will be breaking down the process and going over tips and tricks to keep in mind as you build a musical theatre program from the ground up. There’s no need to do it alone!

Lara Wolford is the choir director at Bethel Middle School and High School in Tipp City, Ohio, entering her 12th year in the classroom. At Bethel, she directs two musical productions a year, serves as director of Troupe #9032 of the International Thespian Society, and is the Muse Machine Advisor. She received her bachelor’s and master’s degrees in Music Education from Miami University in 2012 and 2020, respectively. In her spare time, she enjoys exploring theme parks with her family and obsessing over all things Broadway.

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Transforming General Music: Ideas to Incorporate Student Voice, Choice, and Identity
Presenter: Allyson Rottman
Are you looking for some ideas to implement in your middle school general music class? This webinar will provide information on how to incorporate activities and projects that honor student voice and choice in the middle school music classroom. It can be difficult to spark motivation in adolescents, but these tried-and-true ideas will help get you started.

Allyson Rottman is a general music teacher and band co-director at Kennedy Middle School in Natick, Massachusetts. She holds a Bachelor of Music in music education (1998) and a Master of Music (2006) from the University of Massachusetts, Amherst. She is currently pursuing a doctoral degree (Ed.D.) in Educational Leadership with a focus in music education from the University of St. Thomas, in St. Paul, Minnesota. Allyson presented her current doctoral research, focused on the transformation of music curriculum, at the NAfME national conference in Washington, D.C. in November 2022, and has served as a clinician at both the 2022 and 2023 Massachusetts state music education conferences. She is a co-facilitator of the Cultural Diversity and Social Justice working group of the Society for Music Teacher Education and serves as the Advocacy Chair for the Massachusetts Music Educators Association.

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