



## CHANGE

Am I a change agent or afraid of change?

How much comfort do I take in rituals and patterns?

When has my ego kept me from making change?

Am I better making small changes first or am I able to take the big plunge and change all at once?

What are some areas of personal behavior that I have successfully changed in the past?

List three concrete things that you would not want to change about your program:

1.

2.

3.

List three concrete things that you would like to see changed about your program:

1.

2.

3.



On a scale of 1-10 with 1 being the lowest and 10 being the highest, how much trust do you have in your teacher?

1      2      3      4      5      6      7      8      9      10

On a scale of 1-10 with 1 being the lowest and 10 being the highest, how much trust do you think your teacher has in you?

1      2      3      4      5      6      7      8      9      10

What is the perception of your program among your school administrators? (If everyone's perception of your program is stellar, you can skip the next seven questions)

## LEADERSHIP TIP

*There are very few activities in high school that endure the level of change that music groups do. Think about it...does the curricula in other subjects change as much as music? How much have Shakespeare's sonnets, Pythagorean's Theorem or Newton's Law changed in the past three hundred years? The answer is VERY LITTLE. If the class of 2008 masters the chapter on Newton's Law, do they make the law harder for the class of 2009? The answer is NO! The curricula is neither fluid nor dynamic and does nothing to meet the needs of students as their skills sets grow and evolve.*

*Whether it's new uniforms, drill, choreography, instruments or music, what was successful in the past will not yield success in the future. The idiom of music education not only thrives on change, but demands it. As uncomfortable as it can be, highly successful groups understand that change is the singular constant required for success. I am not suggesting that change for change's sake is what we are after, but that meaningful and well thought out change will help your group reach the next level.*



What are three things you could do to change their perceptions?

1.

2.

3.

What is the perception of your program among other teachers at your school?

What are three things you could do to change their perceptions?

1.

2.

3.

What is the perception of your program among the student body in general?

What are three things you could do to change their perceptions?

1.

2.

3.



What is the perception of your program in the community?

What are three things you could do to change their perceptions?

1.

2.

3.

In general, are the perceptions of your program by other people accurate?      YES   NO

If not, how so:

From this chapter, what was the most beneficial thing that you learned and how will it benefit you this year?

### Activity:

As a leadership team, schedule a meeting with your building principal(s). Use this time to educate them about what your program is doing and what your goals are. Include an update on your facilities, equipment needs, and most recent accomplishments. This is an opportunity for you to show them how much your group has changed and evolved and how they can help facilitate the change process with their support.