

John Myszkowski, High School & Middle School Choir

Tim Binger, 4th & 5th grade Orchestra

Jess Davis, High School Teacher and Advisor

David Davis, Park Spanish Immersion Music



Music Design Team

April 16th 2024



Personal, Local, Immediate -
Keep a Spotlight on Race -

Gather Multiple Perspectives -
Establish Parameters -

Establish A Racial Equity
Transformation Plan -

PHASE I:
LOOKING INWARD
KNOW THYSELF

- Teacher Self-Reflection
- Examine Disaggregated Data
- Hear and Reflect upon Students Voice and Community Input
- Unpack Standards
- Driven by R.E.P. Statements
- Intersection of IB, AP, & Immersion & CRP
- Engage in Courageous Conversation

PHASE II:
LOOKING AROUND
*DISTINGUISH KNOWLEDGE FROM
FOOLISHNESS*

- Research and Visit Regional, National, and International Exemplars
- Engage Scholars of Culturally Relevant Pedagogy, Content Specific Pedagogy and Tech Enrichment
- Establish Criteria for Adopting New Materials (Pilot Curriculum)
- Engage in Courageous Conversation

PHASE III:
LOOKING OUTWARD
BUILD FOR ETERNITY

- Develop Content Area Belief Statements
- Adopt New Curriculum with Fidelity or Engage in Curriculum Writing
- Establish Collaborative Team and PD Plans
- Develop 3, 5, and 8 year benchmarks
- Engage in Courageous Conversation

Racial Equity Transformation

Music Design Team



Music education is uniquely positioned at the intersection of culture, collaboration, creativity, and craft to interrupt the traditional transactional relationship between student and school.

The purpose of music education is fostering holistic musical literacy through learning as a whole musician and liberating students' artistic voices to connect with and critique the world around them.

Potential Tagline

***HARMONIZING HUMANITY:
Inclusivity and Creativity First***



Update since our last board presentation

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- Explored MN Art Standards in Music
- Alongside IB coordinators, began sharing music curriculum ideas toward vertical & horizontal alignment
- Tim got married
- Began visiting and observing music programs in other districts (Hopkins High School, 3Strings)
- Began compiling a review of academic and pedagogical literature around music education reform and systemic change

Many discussions with:

- Each other in our team
- The music department at large
- Individual music colleagues
- SLP High school musician

Common Themes

- **Community**
- **Process vs. Products (concerts)**
- **Feelings of fear & safety**



Critical Questions

Our goal is to explore these questions by actively incorporating student and community perspectives, especially historically marginalized voices.

As we consider systemic changes within the SLP Music Department, which practices should we phase out and replace with new ones? Additionally, in light of significant potential transformations, what measures can we take to ensure that adults in the system grasp the rationale behind these changes and deepen their own understanding of music education?

How might recent leadership changes influence the dynamic between working toward real systemic change versus adhering to traditional or uninformed expectations in music education?

Which practices foster community and promote growth in music literacy, and which practices perpetuate the status quo of including some and excluding others, or prioritizing product over process? (Knowledge vs. Foolishness)

How can we shift the perception of music from being seen as merely “extra” or “just for fun” to a central force that fosters a more inclusive and understanding community, including embracing communities that might not reside in St. Louis Park?



Phase II work in progress

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- Continuing to visit other districts and music programs
 - Minneapolis
 - Maplewood
 - Burnsville
- Review and discuss literature around music education pedagogy, literacy, and anti-racist systemic change
- Surveys and focus groups
 - **Students & Families**
 - **Administrators**
 - **Teachers of other disciplines**
- Continuing to discuss critical questions toward fostering long-term change

